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ABSTRACT

Livonia Public Schools' Whitman Center Comprehensive Career Development Program is designed to meet the individual needs of adults aged 16 and over. Program participants are involved in a three-step process: assessment, information diffusion, and placement. A career team--teachers, counselors, academic-job placement specialists, and paraprofessionals--delivers the program. Expected outcomes are: that students will assess their own interests, become cognizant about careers, learn a decision-making process, develop a career plan, and develop employability and job-seeking skills. The workbook contained in this document provides a blueprint for replicating this career education program. Its seven chapters provide step-by-step information on (1) goals and objectives; (2) planning (physical layout, staffing, budget); (3) coordination (linkages and support); (4) the counseling/assessment module; (5) the information module; (6) the placement module; and (7) evaluation. Appendixes contain copies of some pertinent articles, a list of resources available in the Whitman Center, and examples of materials used at the Whitman Center. (KC)

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LIVONIA PUBLIC SCHOOLS

PROGRAM GOALS

.To foster development of a positive self image
.To promote awareness of occupational opportunities
.To assist participants with developing positive attitudes toward work
.To help participants to understand the relationship between work, the economy, and the individual's standard of living
.To deliver a goal oriented career development program
.To promote participant's employability and job seeking skills

PROGRAM DESCRIPTION

Livonia Public Schools' Whitman Center Career Development Program is designed to meet the individual needs of adults ages 16 and over. Program participants are involved in a three-step process: assessment, information diffusion, and placement.

The program's assessment component includes aptitude, interest, diagnostic, achievement, abilities, testing. MOIS and commercial products provide a means through which assessment is conducted. Information diffusion encompasses 60 hours of classroom instruction and out-of-class projects (research, seminars, workshops) that are completed in the Career Materials Center. Job Clubs, internships, work experience, co-op, are used in the academic-job placement process.

A career team, teachers, counselors, academic-job placement specialists, para professionals, delivers the program. A well-equipped career resource library is at their disposal.

Outcomes expected are that students will assess their own interest, become cognizant about careers, learn a decision-making process, develop a career plan (EDP), develop employability and job seeking skills.

PROGRAM LINKAGES

The program's staff have established co-operative arrangements with private and public agencies. Several organizations operate satellite facilities out of the Occupational Lab. The Center participates in a resource sharing arrangement with more than 25 organizations. Assessment services are provided by the Occupational Lab to numerous agencies and business and industry.

Community support is promoted through communication. Newspaper articles, television and radio coverage, posters, bulletin boards, career days, open houses, audio visual presentations, are a few of the ways in which community support is solidified.

Several public and private institutions have adopted the Center's career model. It has been replicated in K-12, adult education, community college, agency and industrial settings.

VISIONS

To develop community outreach programs that are delivered at on-site locations. For example, developing contractual arrangements with business and industry to deliver a range of services which include child care centers for employees as well as education-training for individuals. The total environment will be used to facilitate learning. Teachers and employees will be involved in facilitating students' learning.

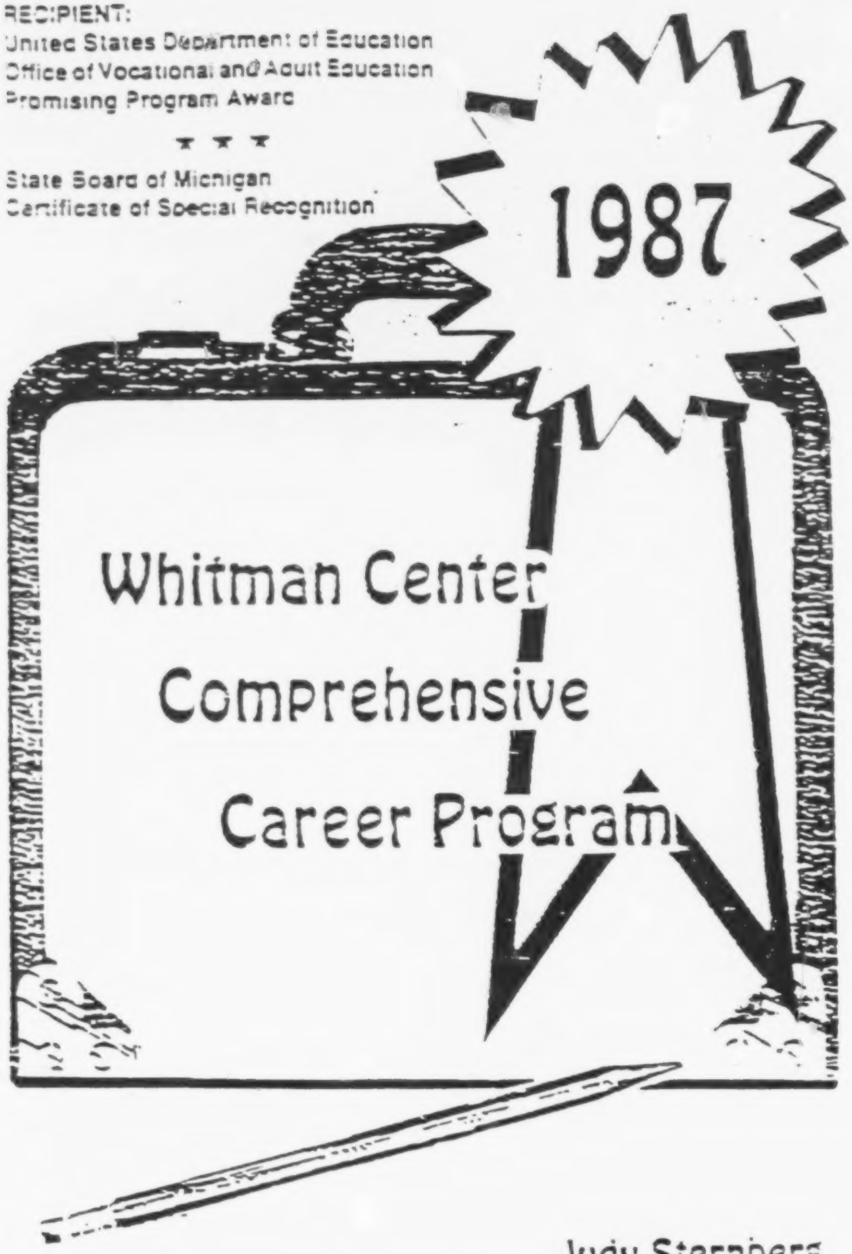
PROGRAM MATERIALS

Whitman Center Comprehensive Career Program Workbook. This document describes the steps that are necessary in the development of a career program. It covers: goals and objectives; planning, physical layout, staffing, budget; coordination linkages and support; counseling and assessment; informational and placement processes, and evaluation.

RECIPIENT:
United States Department of Education
Office of Vocational and Adult Education
Promising Program Award

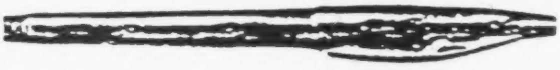
* * *

State Board of Michigan
Certificate of Special Recognition



Whitman Center
Comprehensive
Career Program

Judy Sternberg



Workbook

Career Component

Chapter 1 Goals and Objectives .... Judy Sternberg pg. 3

Chapter 2 Planning: Physical Layout/Staffing .. Judy Sternberg pg. 7
Budget .... Sharon Jaska

Chapter 3 Coordination: Linkages and Support ... Judy Sternberg pg. 25

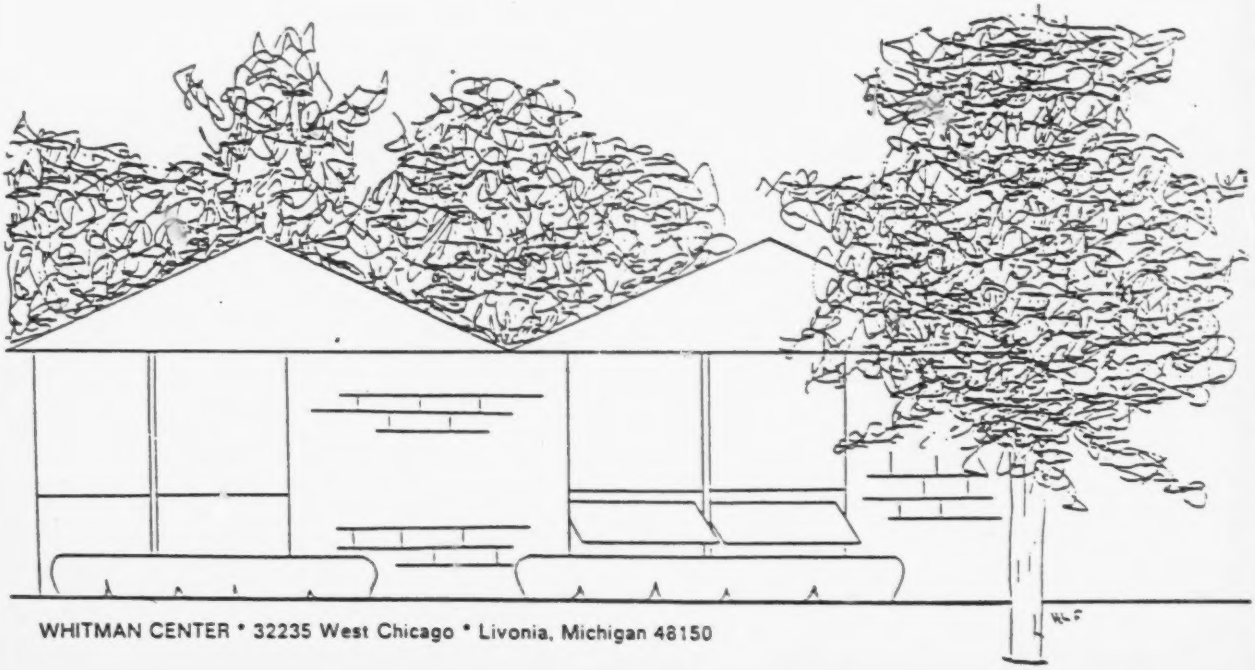
Chapter 4 Counseling/Assessment Module .... Judy Sternberg pg. 30

Chapter 5 Informational Module .... Judy Sternberg pg. 41

Chapter 6 Placement Module .... Sharon Jaska pg. 53

Chapter 7 Evaluation .... Judy Sternberg pg. 87

APPENDIX



WHITMAN CENTER • 32235 West Chicago • Livonia, Michigan 48150

CHAPTER - I CAREER COMPONENTS - GOALS AND OBJECTIVES

There are numerous definitions for career education, our preferred one is that of the National Task Force:

> "Career education extends the academic world to the world of work . . . A complete program of career education includes awareness of the world of work, broad orientation to occupations (professional and nonprofessional), in-depth exploration of selected clusters, career preparation and understanding of the economic system of which jobs are a part, and placement for all students".

The central purpose of career education is to provide the adult learner with a comprehensive career experience consisting of career awareness, exploration, guidance and placement. In establishing your goals and planning and implementing your career component, you may wish to consider incorporating the following goal statements in your program.

* Self-awareness - fostering the development of a positive self image and motivation to accomplish personal goals.

* Career/Occupational awareness - developing awareness of the myriad occupational opportunities and relating this to individual abilities, values and interest.

* Attitudinal growth - fostering the development of positive attitudes toward work and its role in sustenance and self fulfillment for the individual. Extending students appreciation of the societal, political, economic and technological aspects of careers.

* Educational awareness - recognizing that education is the heart of career development and that cyclical retraining is an inherent concept in todays workworld.

* Economic understanding - enlarging participant's understanding of the relationship between work, the economy and the individual's "standard of living".

* Career Planning/decision making - planning a goal oriented career development program wherein student will identify a potential career and develop strategies for realizing goal. Cultivating career decision making skills.

* Career Preparation - equipping participant with concrete employability and job search skills.

If you were to examine the objectives of established career resource centers, you would find that no two are exactly alike. Each one serves a specific clientele with a variety of services that reflect the school's goals for career development. As you develop your plan, consider the following objectives and activities to achieve your goals.

- Provide up-to-date occupational and educational information.
- Help individuals use resources to achieve their goals.
- Promote thoughtful career planning and decision making.
- Assist individuals in assessing and understanding their personal attitudes, values, interest, and aptitudes.
- Infuse career development activities into the classroom.
- Provide career counseling services.
- Prepare individuals for career paths and cyclical retraining to cope with a changing economy and occupational structure.
- Implement placement and/or work experiences.

Reviewing the Place Resource Team may assist you in developing your programmatic statements goals and focusing on objectives to meet the needs of your population.

Livonia - Occupational Lab is a broad based career component designed to assist the adult learner as follows: Facilitate assessment, guide decision making, polish employability skills, expand and enrich the individual's knowledge of the workworld, assist in placement, and provide a support system for adults evaluating career options and conducting their employment search.

Detroit - Employability Skills System Program (ESSP) is a commitment to the adult learner to integrate academic skills with vocation and success in the employment world; as well as, emphasize the importance of self-direction and self-motivation. The ESSP program creates linkages with the Detroit Public Schools Vocational/Technical Centers and the private sector of Business and Industry.

Garden City - Project ACCESS (Assessment, Counseling, Career Exploration, Setting goals - Employability Development Plans, Search for employment), addresses the needs of adult students with regard to realistically approaching career decision-making and the pursuit of employment. Included in this process will be the opportunity for career exploration and direction in the search for employment.

Lansing - The career development component of the Lansing Adult Vocational Education Program focuses on career exploration, vocational training and job placement. Initially, the adult learner is assessed, then matched to occupations, guided to viable training, and finally assisted in job search and placement. Included in the HSC/ABE curriculum is an employability skill training component designed to meet the objectives outlined in the Michigan Life Role Competencies.

Plymouth - Plymouth-Canton's Community Education Career Planning Program includes the following: assessment (ACT career Planning), career information (MOIS & Career Resource Center), counseling (group and individual), internship program (nonpaid work experience), employability skills training, and job placement.

Redford Union - Redford Union features Adult Education Occupational Internship Program, a newly developed career component featuring internship experience. Under the direction of an internship supervisor, interns are given unpaid on-the-job experience and training by a pre-screened employer, for which they receive high school credit.

Wayne/Westland - Job Club is an instructional program designed to teach job seeking and retention skills to unemployed and underemployed persons. This method was developed, revised, and tested by N. H. Azrin, Ph. D. The overall objective of Job Club is to develop a method of job counseling that enables participants to obtain qualitative employment in a minimal period of time.

CHAPTER II - PLANNING: PHYSICAL LAYOUT-STAFFING-BUDGET

The initial planning steps for your career component should involve:

1. Identifying staff
2. Assessing local needs - student/client/community/staff
3. Securing Administration and Financial Support
4. Coordinating with existing programs and services
5. Developing goals and objectives, and planning activities
6. Elicting community and staff support
7. Consultations with the Project Place representatives

PHYSICAL LAYOUT

Ideally your career center will have a:

- Centralized, convenient location that will encourage usage
- Adequate floor space with a flexible floor plan
- Inviting and comfortable atmosphere
- Distinct identity and high visibility

At Whitman, we started in a small remote space of 450 sq. feet, proved our merit, and moved to a central location adjacent to guidance and counseling, quadrupling our square footage to 1800 sq. feet in year two. Career Center size will be determined by programs planned, user participation, availability of space, etc. It is desirable to include sufficient space and seating for group programs if possible. In developing your floor plans, try to consider: individual and group work areas, staff areas, display areas, audio visual areas, storage facilities, and traffic patterns. Try to keep furniture, book shelves mobile to incorporate flexibility into the design. Remember, clients need to have access to some book shelves, files, and materials if they are to be used independently. Carrels can be used to facilitate independent learning, and a round conference table and chair group creates an excellent counseling or group discussion area. This arrangement allows for group activity centers, while partioned offices and/or private counseling areas promote individual interaction.

Decor is important for attracting clients and creating an identity. At Whitman, we employed a vibrant rainbow encircling our Occupational Lab to draw attention to and create an exciting image for our career component. Posters, Bulletin boards, and other graphic displays reflect the career theme.

Following is floor plan 1, employed by Whitman's Career component in its first year. (Please note, it did not allow for group activities and vacant classrooms were used for that purpose) Plan II, quadrupling space is presently in use. For school year, 1984-85 we would like to add a "media corner", allowing students to view our slides, filmstrips etc.

BUDGETARY CONSIDERATIONS

Project your budget based on the following:

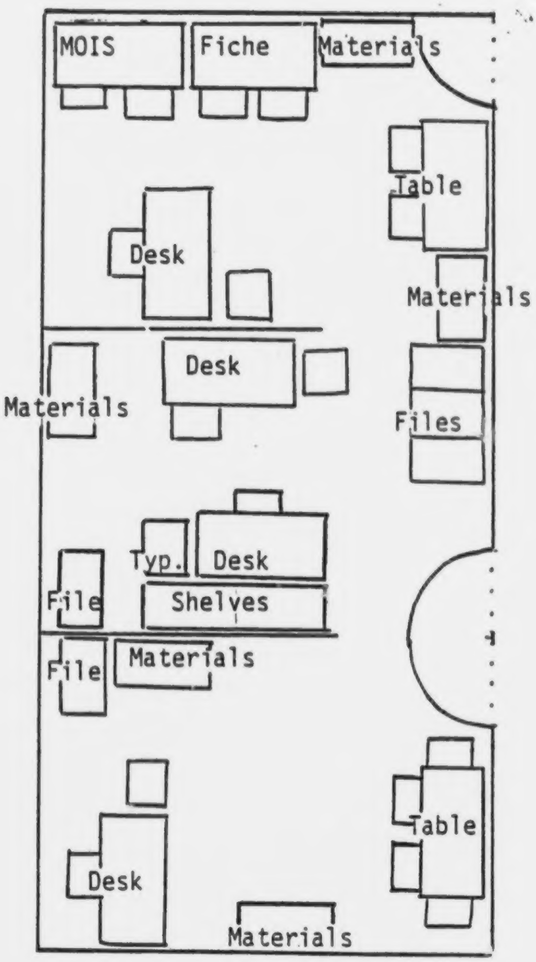
facilities
staff
materials
supplies
equipment
number of clients to be served

In considering financial sources check out those listed below:

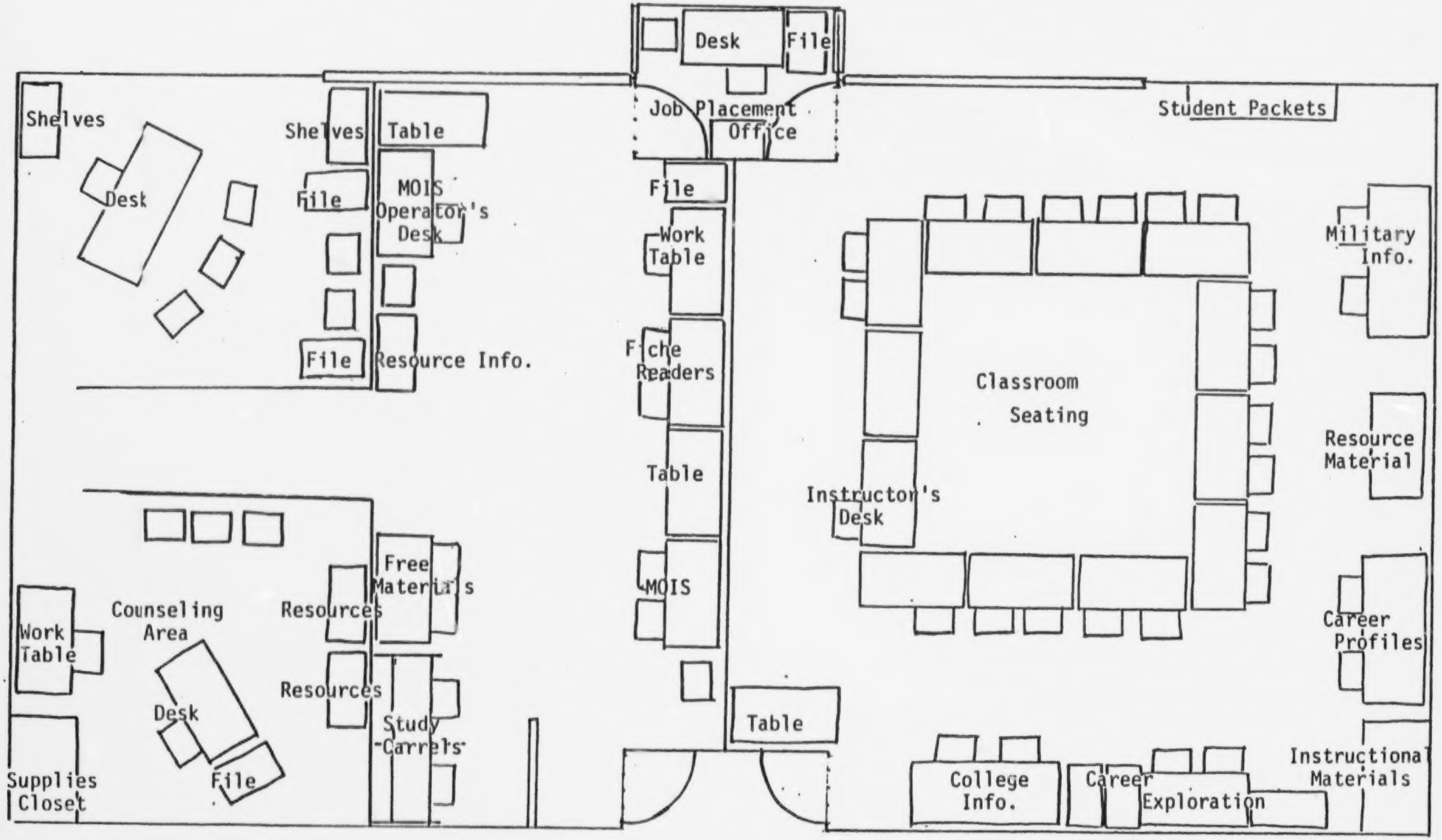
A credit class funded by FTE's
Fee-Based Services
Co-Sponsorship of Programs and/or Services
Vocational Education Budget
Career Education Budgets
Grants
Administrative Funds
Foundations
Donations

CAREER INFORMATION CENTER
1981-1982

15' x 30'
450 Square Feet

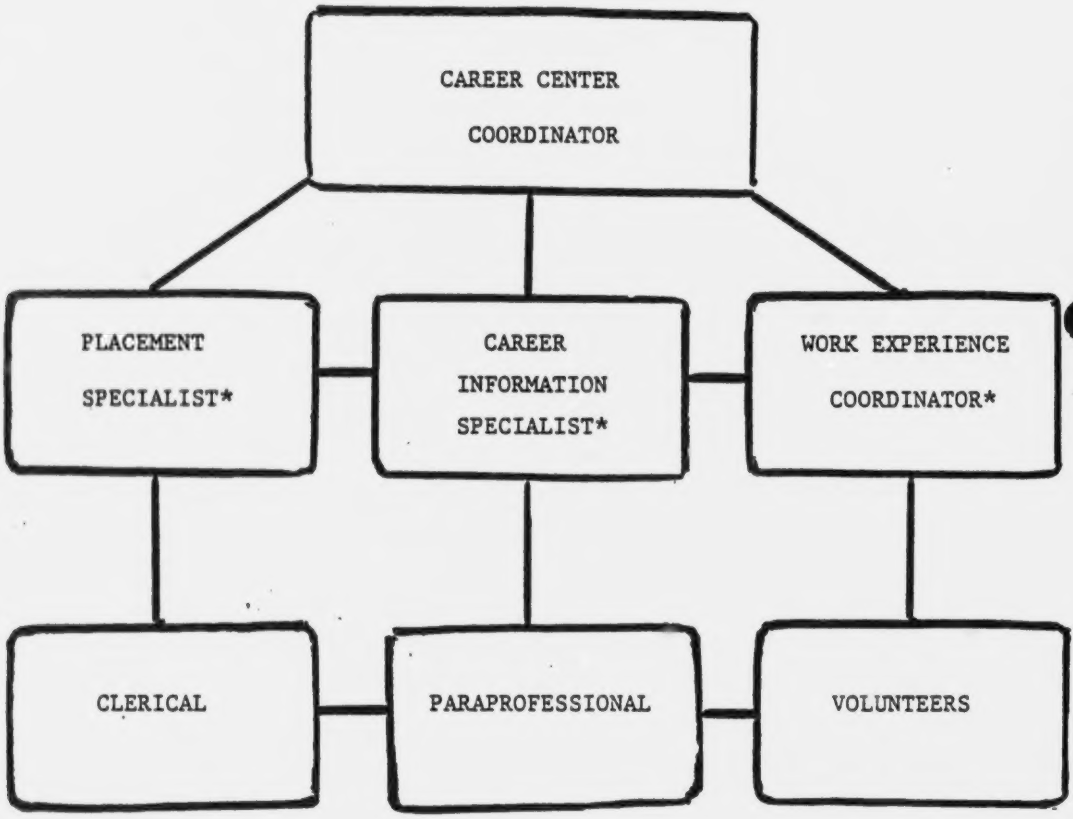

MOIS
Fiche
Materials
Table
Desk
Materials
Desk
Materials
Files
Typ.
Desk
File
Shelves
File
Materials
Table
Desk
Materials

OCCUPATIONAL LAB
1982-1983
30' x 60'
1,800 Square Feet


Desk
File
Job Placement Office
Student Packets
Shelves
Desk
Shelves
Table
File
MOIS Operator's Desk
File
Resource Info.
File
Work Table
Fiche Readers
Table
MOIS
Military Info.
Classroom Seating
Instructor's Desk
Resource Material
Career Profiles
Work Table
Counseling Area
Resources
Free Materials
Resources
Study Carrels
Desk
File
Supplies Closet
Table
College Info.
Career Exploration
Instructional Materials

STAFF

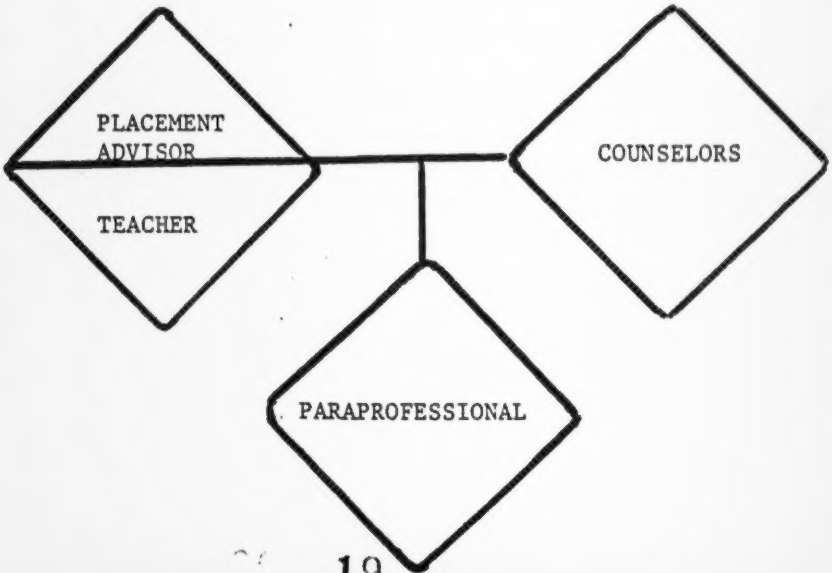
Staffing the career component is critical to optimal operation. A congenial, client oriented atmosphere with a mix of professional/paraprofessional/clerical staff is ideal. Well defined responsibilities and a team approach have proven successful in the Whitman model. Following is a textbook organizational pattern for a hypothetical career component. This full service approach can be very effective but involves a heavy salary commitment on the part of administration.


CAREER CENTER COORDINATOR
PLACEMENT SPECIALIST*
CAREER INFORMATION SPECIALIST*
WORK EXPERIENCE COORDINATOR*
CLERICAL
PARAPROFESSIONAL
VOLUNTEERS

* Interchangeable with Teacher, Counselor, Internship Coordinator, Co-op Coordinator.

At Whitman, we have adopted/adapted this plan into a more cost effective package. Our two Whitman counselors are both part of the career team, however, they also have diverse responsibilities involving High School Completion, General Education Development, Adult Basic Education, and the Senior Citizen Program. Moreover, their myriad responsibilities reflect traditional roles in academic counseling, registration, file control, personal counseling, assessment, graduation, as well as more innovation obligations in fabricating the program of studies, syllabus and competancy manuals, along with work experience/life experience programs, satellite visits and presentations, and general public relations responsibilities. Again, they have a commitment to career counseling, and Occupational Lab.

Occupational Lab's Placement Advisor functions in a mainstream capacity of job placement and job development. Beyond this, the Job Placement role involves linking with community based organizations, interfacing with adult education satellite centers and the Counseling and Guidance staff. The Placement Advisor's responsibilities encompass researching Job Training Partnership Act Programs, identifying alternate funding sources, writing grants, developing and implementing training programs, and retaining business and industry contacts to promote adult education goals. These diverse job briefs indicate a significant commitment to Whitman's Occupational Lab as well as a cost effective utilization of personnel to meet the needs of a number of Whitman programs. The staffing diagram appears below:



Summarily, the core of the career teams' responsibilities include the collection, organization, and dissemination of career information, counseling and assessment, placement services, the Work Experience Program, and school wide and community coordination of career services. Employing the services of a paraprofessional is a cost effective way of service delivery. Utilizing professional staff on a rotational basis affords the center the advantage of professional staffing without interfering with their other responsibilities. Utilizing a student assistant can expand staffing, while gaining help with clerical work, client interaction, or material ordering and organization. Volunteer workers may also be used productively.

CHARTING YOUR CAREER CENTER COURSE (PROCESS)

PLANNING

CONDUCT A NEEDS ASSESSMENT SURVEY

SECURE ADMINISTRATIVE AND FINANCIAL SUPPORT

COORDINATE WITH EXISTING PROGRAMS AND SERVICES

CONSULT WITH PROJECT PLACE REPRESENTATIVES

ESTABLISH OBJECTIVES & DEVELOP BASIC PROG. STRUCTURE

ENCOURAGE COMM. & STAFF SUPPORT

ASSIGN STAFF AND VOLUNTEER HELP

OUTLINE OBJECTIVES AND ACTIVITIES

SELECT AND PREPARE RM.

ASSEMBLE DISTRICT MATERIALS AND EQUIPMENT

PURCHASE MATERIALS AND EQUIPMENT

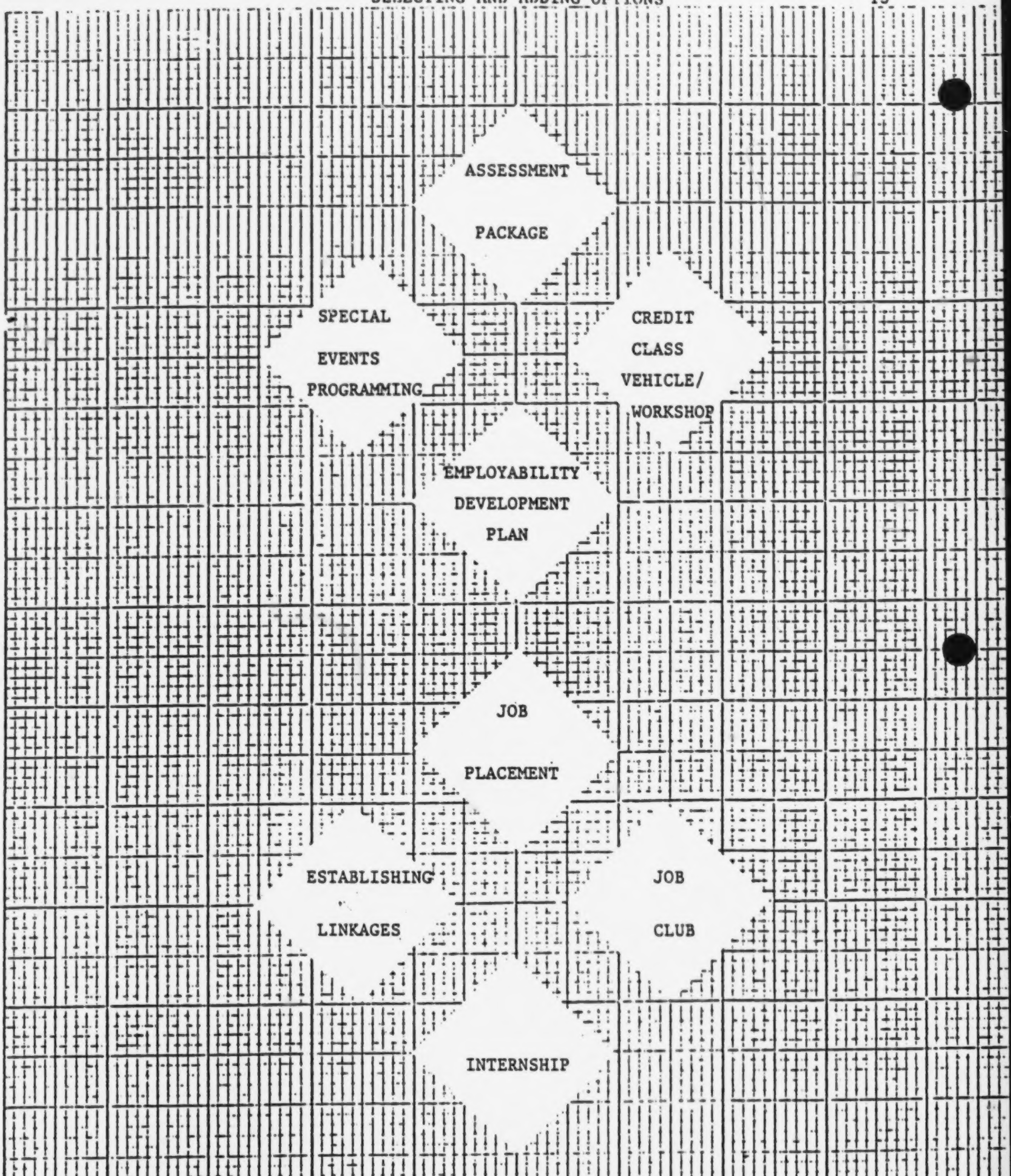
DEVELOP HOURS, SERVICES, PROCEDURES

PROMOTE CENTER

CONDUCT STAFF INSERVICE ON CENTER

PRESENT SERVICES TO CLASSES

OPERATIONAL - EVALUATE


ASSESSMENT PACKAGE
SPECIAL EVENTS PROGRAMMING
CREDIT CLASS VEHICLE/ WORKSHOP
EMPLOYABILITY DEVELOPMENT PLAN
JOB PLACEMENT
ESTABLISHING LINKAGES
JOB CLUB
INTERNSHIP

CAREER INFORMATION SURVEY

(Needs Assessment)

NAME________________________

1. What is your present status: ___full-time student ___part-time student ___employed full-time ___employed part-time ___unemployed ____homemaker

2. What is your age bracket ? ___16-22 ___over 22

3. Have you ever used the MOIS computer terminal? ___yes ___no

4. If yes, did you find it helpful? ___yes ___no

5. Would you like to know more about MOIS? ___yes ___no

6. Have you ever consulted with a career/placement counselor: ___yes ___no

7. If we have a career/placement counselor at Whitman, would you take advantage of the service? ___yes ___no

8. In which of these areas could a career/placement counselor be of the most help to you? Please rank by showing 1 for most important and 5 for least important.

   _____learning about general job requirements

   _____finding out about qualifications for a specific job

   _____learning about job availability

   _____referral to other programs for additional study or training

   _____none of the above

9. Have you ever heard of a Job Club? ___yes ___no

10. If yes, do you think this is a helpful way to find a job? ___yes ___no

11. Would you like to be included in a Job Club if we were to start one here? ___yes ___no

12. In the matter of career information, please indicate those areas you would like to know more about. You may check more than one.

    _____background information on various careers

    _____help on job seeking skills such as resumes, applications, interviews, etc.

    _____assistance in placement

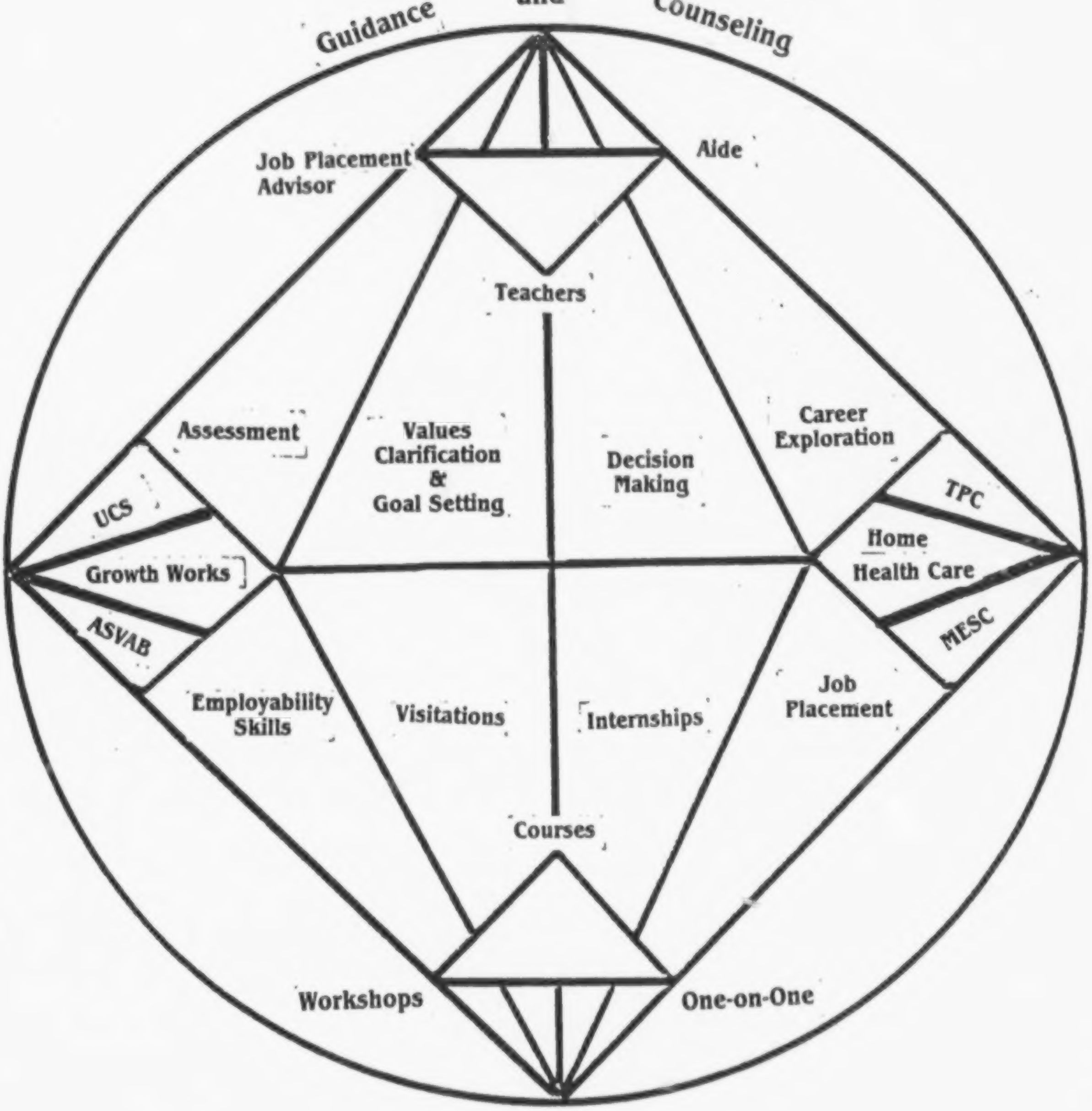
    _____follow-up counseling for on-the-job problems

    _____basic skills training in reading, writing, match, etc.

POSSIBLE ACTIVITIES TO ACHIEVE OBJECTIVES

* Take inventory, then organize and consolidate your schools's career resources.
* Create a visible central area to become identified as your career component.
* Staff with volunteers, student assistants, co-ops, and rotational shift of counseling staff, co-op coordinator and others.
* Inquire about Michigan Occupational Information System at your ISD.
* Organize available school material.
* Create your own career materials.
* Clip career articles from newspapers and make reference "books" of them.
* Send mailing for free and inexpensive materials.
* Ask military to build a military corner.
* Write colleges and vocational schools for catalogs.
* Order career movies and film strips.
* Invite speakers, have seminars, workshops.
* Try college fair - coordinate with local schools.
* Provide materials to staff and students.
* Enlist aid of your local newspaper to get the word out.
* Develop and distribute a PR flyer.
* Invite a local department store in for program on career dressing.
* Develop a career bulletin board - poster, or display case.
* Post want-ads, job leads and tips.
* Contact MESC for materials, services, and resource sharing.
* Organize a field trip to a work place.
* Channel your co-op - work experience and/or internship programs through your newly developed Career Center.
* Orient staff and students to new facility.
* Develop a career class or workshop series.
* Organize the informal placement process already occuring.
* Affiliate with a local placement group to expand your efforts.
* Conduct school survey to determine occupational choices and generate career interest.
* Co-sponsor a career program with public or private agency.
* Enlist aid of counseling and guidance staff.
* Help teachers infuse career activities into classroom.
* Have a career center newsletter.
* Use your PA to announce activities.
* Trace center usage by a sign in directory.
* Display free civil service information.
* Coordinate job training activities with career center.
* Obtain career software for school computers.
* Evaluate your efforts.
* Invite administration to center to observe activities and enlist support.
* Group discussions/with possible employers.
* Student made, teacher made career related materials.
* Role playing assistance.
* Use of simulation - games.
* Students budding up for career related activities.
* Youth run career clubs.
* Capitalizing on business/labor.
* Using a microfiche career information system.

Occupational Lab


Guidance and Counseling
Job Placement Advisor
Aide
Teachers
Assessment
Values Clarification & Goal Setting
Decision Making
Career Exploration
UCS
Growth Works
ASVAB
TPC
Home Health Care
MESC
Employability Skills
Visitations
Internships
Job Placement
Courses
Workshops
One-on-One

Judy Sternberg

BUDGET

"Financially sustaining your career component"

It should go without saying that the amount of financing necessary to sustain your program depends on the size and scope of the program. Your career component will most likely be a labor intensive organization. The goal here is to come up with many suggestions for financing and leave to you the task of deciding which is best for your situation. A list of funding suggestions must include the following:

A. Volunteers, gifts, contributions
B. Fee-based services/contractual
C. Grants (Federal, State, local, public, private)
D. High-school completion course or other existing sources in your program

Volunteers, gifts, contributions

To garner this type funding has both positive and negative aspects. These items have merit because they are normally not tied to criteria or outcome. They don't have to be reimbursed. They do require a hefty dose of public relations to acquire. Gifts and contributions may be received from a city-sponsored or private club, or an agency who feels that the effort you are about to embark on is greatly needed. Certain companies looking for tax deductions may be willing to contribute. Many times contributors will wish to know how the money is being spent. These funds may provide the Michigan Occupational Information System for a length of time, career education materials, books, films, etc., a fiche reader, or other pieces of equipment which are necessary for a full service career center. Volunteers are not difficult to find but normally require training and organization. It is rare to find a volunteer with a career education background wanting to give many hours. Also, consider carefully the tasks a volunteer may perform before agreeing to have one.

We have a great need in the clerical area, therefore we are always watchful for a volunteer with clerical skills. We have chosen not to have a volunteer who interacts with employers because we believe it is important to show an employer great stability by always having the same contact person available for them. Employers, like students, desire to form a relationship with someone at the center. If the personnel is constantly changing this is not possible. Both students and employers will be concerned that they are "just another problem" and will choose not to use the services of the center. Volunteers can be very helpful in tutorial situations, such as helping a student complete a form, operate a fiche reader, or filmstrip projector, and so forth.

Fee-based or Contractual Services

These have been found to work rather well by many adult education centers. As long as you offer a service someone wants and is willing to pay for, you are in business. The key is to quote a fee which will adequately cover ALL of your expenses and still be competitive. It is also important to have documentation of some kind which can speak for the quality of the service you are being asked to provide. You will find many times that adult educators can provide quality services at a price well below the rate charged by private sector service or training agencies. Some people are willing to pay the greater price because it infers greater quality, however this may not be true. Fee-based or contractual services may include the following:

Skill training
Employability skills/job club
Educational workshops
Job placement assistance
Assessment

Basic skills are not included on this list because they are available at no charge to anyone who needs them, however requests for these services at unusual times or in unusual amounts may make it necessary for them to become a contractual service.

Your career center can advertise these things. Some groups, clubs, or organizations in your community may wish to have these services or be willing to sponsor them. For instance, the local Kiwanis may agree to financially sponsor an employability skills workshop for a group of laid-off workers in your area. A local psychiatric hospital may wish to have a presentation on job seeking for their out-patients. You may offer employability workshops to the public for a fee. Public relations is the key to making these things happen.

When determining a quote for the cost of the service, be sure to consider the following:

Total cost of salary and benefits for anyone involved in the project including aides, clerical staff, etc.
Prep-time for speakers
Cost of materials/printing or replacement
Travel
Phone use
Advertising or Public Relations expenses
Mailing charges
Overhead charges (billing costs, room use facilities, set-up, clean-up charges, etc.)
Food or beverages served (if any)

Keep the sponsor in mind. The quote needs to be in a range that the market will bear.

There are career centers which operate job clubs and other services on a contractual basis with their local branch of the Department of Social Services. Again, be careful to consider all of your expenses in your quote. Also, be aware that some agencies may withhold funds until certain criteria are reached. Be sure to understand all of the specifications before agreeing to provide services.

Grants

There are many types of grants. The one receiving a great deal of notoriety at this time is JTPA (Job Training Partnership Act). (Beware, this is like learning a new language). This federal law provides that each state will disperse funds to local areas called SDA's (Service Delivery Areas). These areas were designated by a committee of state legislators. Each SDA is overseen by a group of appointed individuals called a PIC (Private Industry Council). Each PIC makes up the rules and regulations for dispersing the funds in their SDA. Most likely there is a representative from education on your PIC. Over 50% of the PIC members must be from private industry (per federal law). At least twice a year the PIC will announce that they are taking bids for services. They will provide you with specific directions on how to apply for the money. These directions are called an RFP (Request For Proposal).

The PIC is responsible for two different sources of funding. Eight per-cent of all of the available JTPA funds come from the Department of Education through your PIC. These funds require the service provider to match 100%, every dollar that is requested. For example, if you requested $20,000 to provide training and placement services your school would have to put in $20,000 also, so the total cost of the program would be $40,000.

Seventy per-cent of all available JTPA funds require no match. Each PIC has the authority to determine how much money can be requested and for what types of services. These things are explained in the RFP and may change from one fiscal year to the next. JTPA funds are always tied to job placement. In our area the PIC withholds 30% of the funds requested until placement occurs. Once placement occurs they will pay 15%. Once job retention and follow-up has occurred successfully, they will pay the remaining 15%. For example, if you proposed a training and placement program which costs $1,000 per student, our PIC would pay you in benchmarks (agreed upon times) but would withhold $300 per trainee until placement occurred. When the trainee was job placed in a job paying the agreed upon, specified amount, in a training-related position, the PIC would pay $150 per placed trainee. After a job retention date (normally 30, 60, or 90 days), if the trainee was still on the job the PIC would pay the remaining $150. These are important items to note when looking at JTPA. Your PIC may work differently. It is recommended that you get to know someone on your PIC and find out how they work before getting involved. You may have discovered that I spoke only about 78% of all JTPA funds. The other 22% pays for PIC and legislative expenses, and the Governor's discretionary fund.

There are other types of grants. The State of Michigan Department of Education (MDE) funds a variety of programs each year. They are currently funding this program, Project: PLACE. Some of the grants funded by the department are for program development. Our career center began on a 310 grant. The Vocational Education Department also funds employer-based training. These are called Economic Development or Quick Start grants. It is recommended that you contact the Department of Education for current information on grants. The kinds of programs they will fund changes from year to year, as does the amount of funding they are willing to give.

There are federal grants which are not tied to job placement. Many of these are training and may be employer or private sector based. They are normally advertised in the Federal Register which is a publication one can subscribe to. There are organizations which are not connected to the government but provide funding for services. For instance, national health organizations may desire training for a particular occupation or sector of the population. Ford Motor Company recently requested proposals from service providers who could help their laid-off workers with career guidance, re-training, and job placement. The best way to find out about these things is to form linkages with groups in your community, listen and be cognizant of the needs of businesses and industries in your area. Then follow-up on your thoughts and leads. Grants rarely find you, you must find them.

Our program functions on funds received from Full-Time Equivalent's generated by students attending courses offered through our Occupational Lab. We offer social studies elective credit to students in the high school completion program who wish to take one of the courses. We offer two courses in six sections weekly. We also offer the course to graduates for a modest fee. All students in the course receive 60 hours of classroom training plus priority job placement assistance if they desire it. The courses occur both day and evening.

Think about agencies in your area who are responsible for providing assessment training, job placement, or other services which you could provide. Go to them and ask them if you could help. They may be glad to contract services. It may decrease their workload and be less expensive than what they have been doing. Michigan Rehabilitation Services and private rehabilitation agencies are good places to start.

CHAPTER - III COORDINATION: LINKAGES AND SUPPORT

LINKAGES

Public and private sector coordination can augment career service delivery. Your networking will assist in providing clients with increased counseling, assessment, informational, and placement resources. Both private and public agencies are in the "business" of providing services including: guidance to community members making midlife career changes, vocational rehabilitation to ADC mothers, handicapped individuals, low income groups, mentally retarded persons, and redirection to individuals who had drug related problems, mental health problems, and other social problems. These organizations also serve military veterans, the unemployed, ex-offenders, and retired senior citizens, to mention a few. You may find it prudent to explore the possibility of leasing space to complimentary organizations and/or having them on location in a service bartering arrangement. Reciprocal resource sharing will potentiate your effort. To this end, Michigan Employment Security Commission, United Community Services, and the Economic Development Corporation operate satellite facilities out of Livonia's Occupational Lab. This golden link in the Business, Industry, Education, Government Chain of Communication, is exemplified by Michigan Employment Security Commission assessment and placement service delivery, while United Community Services, and Economic Development Corporation focus on work experience and employment and training activities. Employer coordination is realized in our linkage with several home health care organizations for whom we trained personnel for their placement. We also maintain a file of "client" employers for whom we provide placement on a continuous basis. Employer and agency fee based assessments are furnished for Growth Works, other public agencies, and private sector employers. The military affords us speakers, assessment, and the materials to create a military information corner. Our cooperative effort culminated in Training and Placement Council (TPC) an innovative effort to join local professionals in job training, job placement, economic development, and business working together toward a common goal:

"to identify and assist businesses in the employment and training of a skilled labor force".

This association was established one year ago in Western Wayne County and serves business by:

* Pre-screening qualified applicants
* Providing customized training
* Offering job retention assistance
* On-site programming
* Dollar savings to employers

To date, this group has provided placement services for several new businesses in Western Wayne County.

Beyond these organizations, we in Livonia have retained active resource sharing arrangements with numerous organizations, including:

Schoolcraft College
State of Michigan Department of Social Services
    Michigan Rehabilitation Services
Private rehabilitation companies
Wayne County Intermediate School District
Livonia Public Schools (K-12)
    Livonia Career Center
    Livonia Youth Employment
Chamber of Commerce
Adult Education Programs
Wayne County Association for the Retarded
Interagency Collaborative Body (now defunct)
Comprehensive Employment and Training Act (CETA-now defunct)
Family Services of Detroit and Wayne County
Livonia Probation Department
Redford Counseling Services
Michigan Human Services, Inc., Youth Division
Growth Works
Economic Development Corporation of Wayne County
Wayne County Cooperative Extension Service

Jaycees

Livonia Organization Volunteer Employees Office

Junior Achievement

Retired Senior Volunteer Program

SUPPORT

Administrative Support

Critical to your success, is administrative support. The following suggestions can be effective tools in demonstrating to your director the merits of career education:

1. Observing a viable career center in action with your administrator
2. Presenting a cogent written plan
3. Utilizing a needs assessment survey solidifying the necessity of having a career component
4. Harnessing an internal (staff) and external (community) network that supports the career "idea"
5. Establishing the relevance of careerism in increasing programmatic recruitment, and retention
6. Reviewing the guidance/placement concept as proposed in the State Standards

Once you have garnered support, an effective administrator can foster success by:

1. Providing facilities, funds, materials, and equipment
2. Arranging release time for career center planners/implementers
3. Underwriting the inservicing of staff and students
4. Supporting the creation of a career center planning committee

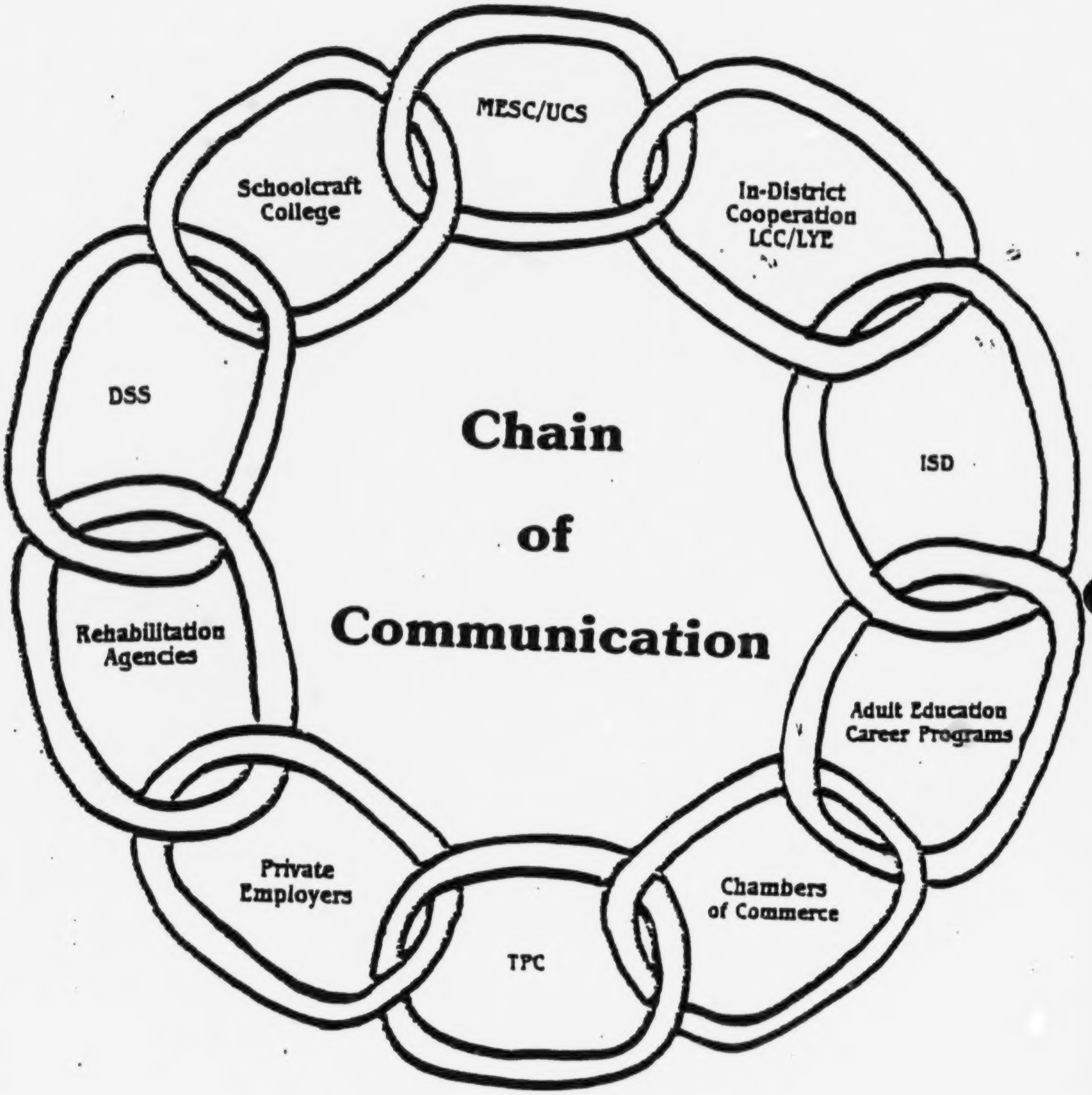
Staff Support

To increase Career Center usage, staff members should feel positive toward the project. Ideally, they should be involved in needs assessment, planning, decision making, evaluation, and inservicing activities. Under a supportive administrative mantle, we at Whitman, provided refreshments, a center tour, an informal career team presentation, questionaires, public relations handouts, and evaluation sheets to each department within the school. We were also careful to consider programming that complimented existing programs as well as school and teaching objectives.

Community Support and Public Relations

Good public relations work to the mutuality of the Career Center, school, and community. Community support can assist career center personnel in gaining access to community resources including personnel, facilities, materials, and finances. Communicating center goals, needs, successes, and special career events can work to further relationships. Newspaper articles, weekly news releases, television and radio coverage, display cases, posters, bulletin boards, brochures and flyers, career days, open houses, workshops, seminars, complimentary career services, meeting civic groups, developing an audio visual presentation, speakers, graphic logo, visitor's book, classroom presentations, and free materials to staff are all excellent advertising strategies. Linkages with community groups with parallel goals can foster further development for your career center and help to more effectively meet adult student needs.

After you have completed the development of your career component you will find it helpful to "create" some public relations flyers, brochures, bulletin boards, and other displays. The Place representatives will be sharing with you those of the project's Resource Team.


MESC/UCS
Schoolcraft College
In-District Cooperation LCC/LYE
DSS
Chain of Communication
ISD
Rehabilitation Agencies
Adult Education Career Programs
Private Employers
Chambers of Commerce
TPC

Judy Sternber

CAREER OPPORTUNITY DAY
Schoolcraft College, Physical Education Building
Thursday, April 9, 1987

SCHEDULE

9:00 a.m. - 2:00 p.m.	Exhibits - Main Gym
9:00 a.m. - 2:00 p.m.	WDTX Disc Jockey -- Karen Dalessandro Main Gym
9:30 a.m. - 10:00 a.m.	"Job Hunting Techniques" Judy Sternberg, Livonia Whitman Center D 105
10:00 a.m. - 10:30 a.m.	Twelve Oaks Mall presents "Career Images/Fashion Show" Auxiliary Gym
10:00 a.m. - 1:00 p.m.	Crazy Richard, Professional Performer, will demonstrate and teach tricks of his trade. Look for the Court Jester.
11:00 a.m. - 11:30 a.m.	Twelve Oaks Mall presents "Career Images/Fashion Show" Auxiliary Gym
12:30 p.m. - 1:00 p.m.	"Job Hunting Techniques" Judy Sternberg, Livonia Whitman Center D 105

CHAPTER - IV COUNSELING/ASSESSMENT MODULE

COUNSELING

Most counselors have been involved in career counseling along with their efforts in the academic and personal sphere. A career development in-service can further counselor expertise in career development skills and afford a greater conceptual understanding of the scope of career guidance.

Within the structure of career guidance most counseling objectives can be met, providing the adult learner with a "full service" approach. The career counseling process is basically a step-by-step progression enabling the student to grow and develop in self-awareness, career exploration, decision making and planning. The diagram, on the next page should prove helpful in guiding the adult learner through the career counseling process.

An effective counseling process will assist the adult learner in meeting many of the following objectives:

Identifying two or three career choices which interest him/her.

Evaluating their probability of success in several careers considering such things as interest, talents and aptitudes, academic abilities, work style priorities, and life style priorities.

Drawing tentative career conclusions and developing a plan for implementation.

Researching information from several sources.

Relating previous work experiences to future career decisions.

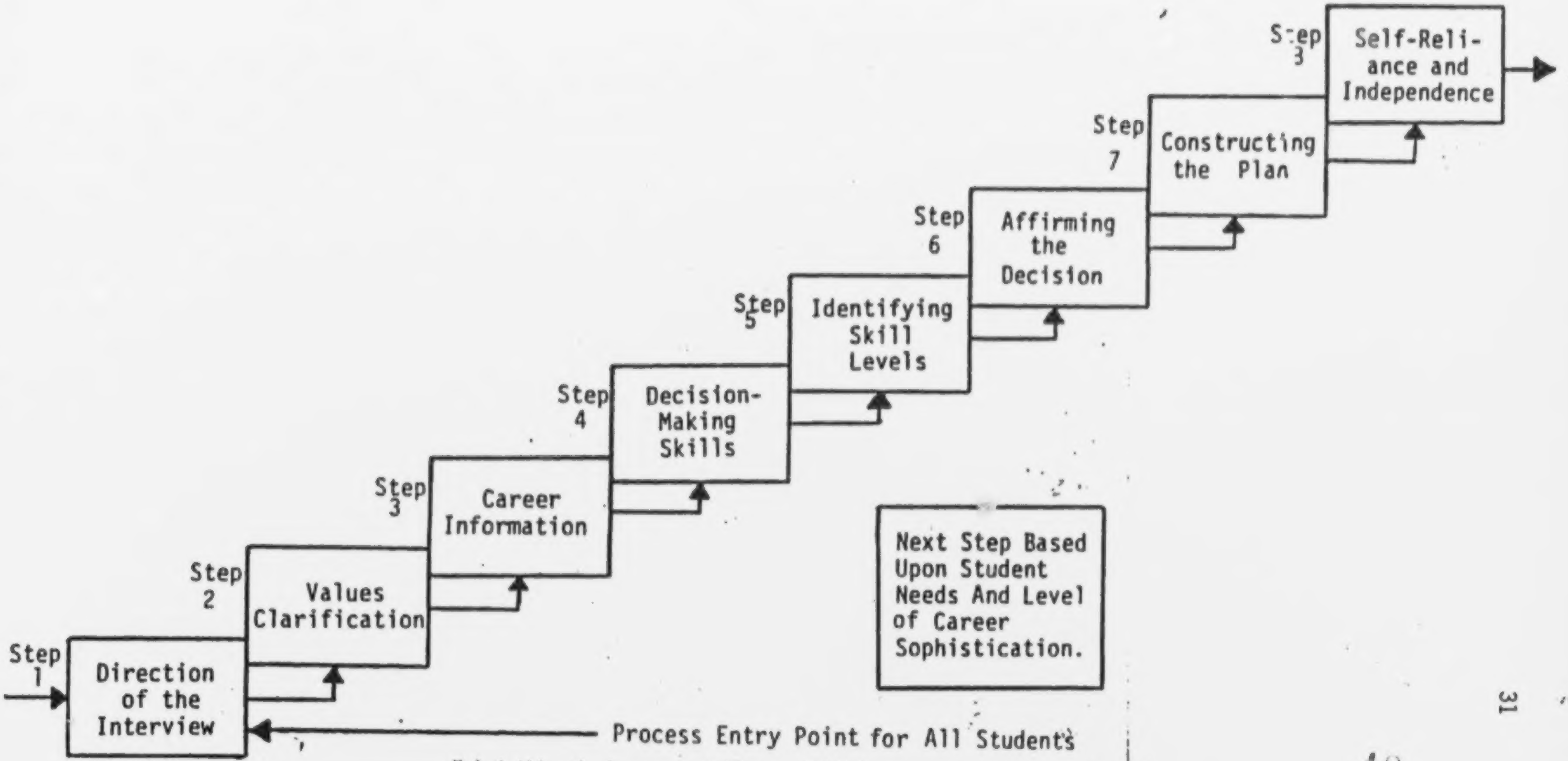
Appraising their personal needs with emphasis upon educational preferences, vocational setting, and locality, and their priority in working with data - people - things.

Developing increased self-awareness, regarding physical characteristics, intellectual capabilities, and interpersonal functioning.

Identifying their areas of ability, interests, and values.

Describing their academic strengths and weaknesses, particularly, as it relates to occupational choices.

THE CAREER COUNSELING PROCESS


Step 1
Direction of the Interview
Step 2
Values Clarification
Step 3
Career Information
Step 4
Decision-Making Skills
Step 5
Identifying Skill Levels
Step 6
Affirming the Decision
Step 7
Constructing the Plan
Step 8
Self-Reliance and Independence
Next Step Based Upon Student Needs And Level of Career Sophistication.
Process Entry Point for All Students

ASSESSMENT

Assessment instruments are an important tool in assisting the adult learner in identifying their interests, aptitudes, and abilities. Experience has proved for us that an assessment package of several different tests applied on an individual basis works best. The assessment portfolio should include an aptitude test, and interest survey, diagnostic tests, an achievement instrument, an intelligence inventory, and any other instrument deemed helpful in evaluating the individual. For best results, assessment should be geared to the population being served and coordinated with other testing already occuring in your center.

COMMON TYPES OF TESTS

Achievement Test

A test that measures the extent to which a person has learned or achieved a specific skill or subject matter usually as a result of instruction.

Aptitude Test

A predictive measure of a person's likelihood of benefit from instruction or experience in a given field, such as art, music, clerical or mechanical work, or academic studies.

Diagnostic Test

A test used to locate specific areas of weakness or strength and to determine the nature of weaknesses or deficiencies.

Intelligence Test

A test that measures an individual's capacity to learn and to utilize what one has learned in new situations.

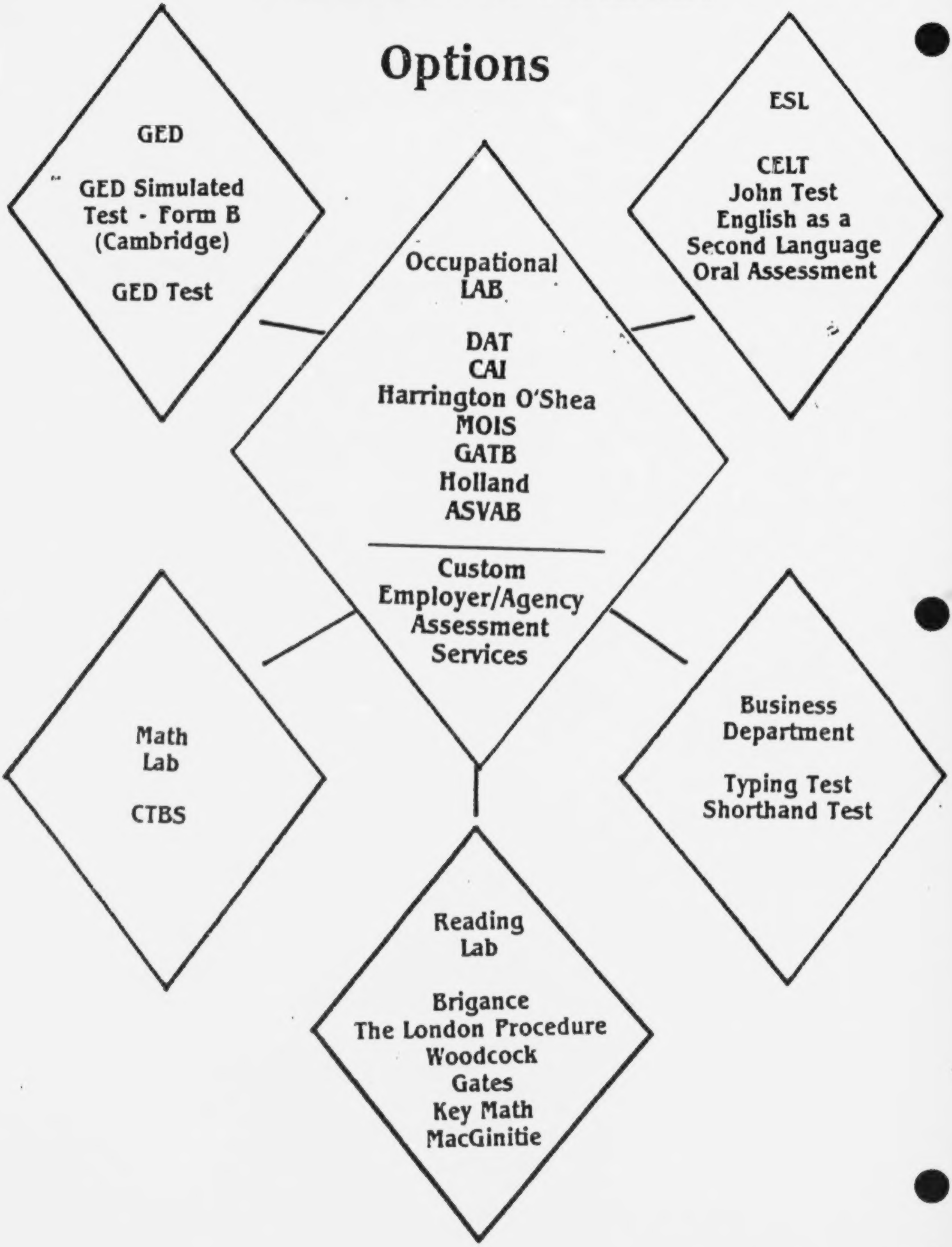
Interest Inventory

A test which measures the strengths and direction of an individual's interests, generally relating to vocational preferences.

ASSESSMENT - RECOMMENDED FOR YOUR REVIEW

TEST	ADVANTAGES
MICHIGAN OCCUPATIONAL INFORMATION SYSTEM Michigan Department of Education Vocational-Technical Education Service P.O. Box 30009 Lansing, Michigan 48909	Michigan's career information service delivery vis-a-vis computer, microfiche, and/or hard copy. Provides a wealth of career information on occupations, working conditions, requirements, employment outlook. User creates a "Career Profile" which is then matched to appropriate fields. (Structured Search)
HARRINGTON O'SHEA CAREER DECISION-MAKING SYSTEM American Guidance Service Publishers' Building Circel Pines, Minnesota 55014	An inexpensive paper and pencil interest survey with synthesizes values, abilities, interests, and charts appropriate career options. Student retains interpretive folder to review and continue career research.
CAREER ASSESSMENT INVERTORY NCS Interpretive Scoring Systems P.O. Box 1294 Minneapolis, Minnesota 55440	A computer scored interest test, similar to Strong Campbell, but targeted toward students planning to attend Community Colleges, not four year schools. Occupations correspond to a vocational or two year educational plan.
HOLLAND SELF DIRECTED SEARCH Consulting Psychologists Press 577 College Avenue Palo Alto, California 94306	Self directed educational and vocational planner which assesses students interests and relates them to occupational clusters (realistic, investigative, artistic, social, enterprising, and conventional).
DIFFERENTIAL APTITUDE TEST The Psychological Corporation New York, New York	This popularly used aptitude instrument evaluates verbal reasoning, numerical ability, abstract reasoning, clerical speed and accuracy, mechanical reasoning, space relations, spelling, and language usage. Testing experts suggest that the verbal reasoning and numerical abilities sections afford a prompt, valid overview.
GENERAL APTITUDE TEST BATTERY Michigan Employment Security Commission-Job Service Michigan	Michigan Employment Security System's aptitude assessment composed of eight pencil and paper tests and four apparatus tests. This test is group administered and scored by Michigan Employment Security Commission representatives.
ARMED SERVICES VOCATIONAL APTITUDE BATTERY Military Enlistment Processing Command Ft. Sheridan, Illinois 60037	The United States Armed Services aptitude measurement which relates student composite scores in verbal, math, mechanical, perceptual speed, trade technical, and academic ability, to sample jobs. Government personnel administer and score at no cost to your school.

Whitman Assessment Options



GED

GED Simulated Test - Form B (Cambridge)

GED Test

ESL

CELT
John Test
English as a Second Language Oral Assessment

Occupational LAB

DAT
CAI
Harrington O'Shea
MOIS
GATB
Holland
ASVAB

Custom Employer/Agency Assessment Services

Math Lab

CTBS

Business Department

Typing Test
Shorthand Test

Reading Lab

Brigance
The London Procedure
Woodcock
Gates
Key Math
MacGinitie

Judy Sternber

OUTLINE FOR CRITICAL ANALYSIS OF A STANDARDIZED TEST

1. Title. Be certain you give the exact title of the test.
2. Author and his institution or organization.
3. Publisher and address.
4. Copyright date. Give the date it was first published and the date of each revision.
5. Level or group for which the test is intended. State exactly the age, grade, or special group for which the test you are reviewing is intended. Many tests are applicable to different groups or levels.
6. Forms of the test. What forms of the test are available? If the forms are not essentially the same, the major difference should be mentioned. What evidence is presented on equivalence of forms?
7. Similar tests by the same author. Occasionally authors publish two or more tests that are similar but have different names. Sometimes long tests are shortened and given new titles. Give title, publisher, and date.
8. Purpose and recommended use, as stated by the author.
9. Dimensions or areas that the test purports to measure. Give a brief definition or description of the variables involved. If the test has a number of sub-scales (or scores), it may only be necessary to mention the sub-scores and highlight the group or distinctive scores.
10. Administration. Describe briefly. The total time to complete the test should be indicated. If parts of the test are timed separately, mention how many "starting" points are necessary. Are the directions easy for the test administrator? for the test takers? Is the test largely self-administering? Are there objectionable features?
11. Scoring procedures should be described. Is the test planned and organized so that machine-scored answer sheets can be used?
12. Source of items. Where did the author get the items? What criteria did he use for item selection? Are some items taken from other tests?
13. Description of items. Give a brief description of the major types of items used. Give attention to item form (culture-free symbols, nonsense syllables, food preferences, occupational titles, etc.). Present what you consider to be typical examples of the major types of items used.
14. Statistical item analysis. Was an item analysis made to determine item discrimination and difficulty? What were the results?
15. Method of validation. For many tests this is related to items 12 and 13. What was done in planning and constructing the test to make it valid and useful? (This should not be a description of a study to demonstrate validity. See 18.

16. Norm groups. How many were involved? How were they selected? Are there separate norms for each group with whom one might wish to compare a person's score, i.e., norms for both sexes, age levels, curriculum majors, occupations, region or localities?
17. Interpretation of scores. How are scores expressed (P.R.'s, standard scores, stanines, grade scores, etc.)? What is considered to be a "high" score?
18. Validity as determined by the author. Apart from what was presented in items 12-15, what has the author done to demonstrate the validity of the test? What correlations with other tests does he present? Has he used an external criterion to evaluate the usefulness of the scores? This section should deal with data other than those obtained in the construction of the test. What specific "predictions: could you make about a person from his test score on the basis of the validity data presented?
19. Validity as determined by others. The recent literature should be consulted for studies. The author's name should be underlined and a brief description of the subjects, method, and results given. The test has been found to be valid for what?
20. Reliability. State how reliability was determined. Report unusual or interesting data on reliability. Was reliability computed separately for each sub-group (see items 5 and 17) for whom test is intended? For each part of the test?
21. Major questions and assumptions as noted by test experts. What are some of the important ideas that are mentioned by test reviewers?
22. Distinguishing characteristics of the test, its construction and use. What makes this test different from others?
23. Desirable features. In your opinion what are the desirable features of the test? Try to find all of them. LIST THEM SEPARATELY AND DESCRIBE CLEARLY. BE SPECIFIC.
24. Undesirable features. IDENTIFY AND DESCRIBE CLEARLY ALL UNDESIRABLE FEATURES. BE SPECIFIC.
25. Suggestions for Improvement. For each undesirable feature mentioned in Item 24, please describe specifically how the undesirable feature can be corrected. List each undesirable feature separately and describe in some detail how the problem can be corrected.
26. References consulted. List all, giving author, title or article or book, publisher, place and data of publication, volume number (if periodical reference), and pages.

EMPLOYABILITY DEVELOPMENT PLAN

Another tool of the counseling/placement process is the Employability Development Plan which identifies a potential career and develops strategies for achieving the desired occupational goal. Employability Development Plans document a student's career goals, education, skills, and experiences and encourage effective resource utilization while expressing desired competencies. The Michigan Department of Education and The Michigan Department of Labor have identified six components considered necessary for an EDP.

COMPONENT	CHARACTERISTICS
1. Career Awareness	The awareness of one's own interests, aptitudes, and ambitions coupled with the awareness of a variety of careers and the preparation needed to pursue them, the ability to compare the two areas and reach tentative career goals through effective decision making.
2. Basic Academic Skills	The ability to communicate in oral and written forms, to compute, and to use higher level thinking skills, such as problem solving, analysis, synthesis, and evaluation, at such a level as to allow adequate performance in an entry-level job and to allow one to take advantage of advanced training.
3. Positive Work Habits	The ability to demonstrate the following traits in a job setting: dependability, punctuality, appropriate response to supervision, cooperation with co-workers, etc.
4. Employability Skills	The ability to prepare a resume, conduct a job search, complete a job application, respond properly in an interview, and otherwise seek and retain employment in an effective way.

5. Life Management Skills	The ability to live independently through knowledge of money management, housing, the legal system, contracts, unions, taxes, etc.
6. Marketable Skills	The ability to demonstrate a specific job skill such as typing, drafting, computer utilization, researching, etc.

EDP'S

A CAREER PLAN FOR THE LIFE SPAN

Judy Sternberg

EDP'S

1 Basic Academic Skills

2 Career Awareness

3 Job Retention Skills

4 Job Search Skills

5 Life Management Skills

6 Marketable Occupational Skills

WHITMAN CENTER EMPLOYABILITY DEVELOPMENT PLAN

Name______________________________________Date__________

Address________________________City________Phone__________

EDUCATION

Completed High School_____Completed GED____Attended College____

If you have not completed any of the above, what is the highest grade completed?____

List any additional training you have received:____________________

____

List any marketable skills you have:_________________________

____

____

6

WORK EXPERIENCE

Date Month/Year	Name & Address of Employer	Salary	Position	Reason for Leaving

BARRIERS TO EMPLOYMENT

_____Limited English Ability
_____Lack HS Diploma or GED
_____Reading or Math Problem
_____Lack Vocational Skills
_____Ex-Offender/Parolee
_____Lack Child Care
_____Lack Transportation
_____Lack Housing
_____Lack Work Experience
_____Other
_____Health Problem
_____Chemical Dependenc
_____Lack Citizenship
_____Handicap

5

____

SUPPORT SERVICES

_____Health
_____Transportation
_____Emergency Aid
_____Child Care
_____Work Clothing/Equip.
_____Other
_____Legal Assistance
_____Financial Counseling
_____Family Counseling

Referral to overcome barrier:____

____

BASIC SKILL ASSESSMENT ①

Reading________________ Math________________

Comments:____

____

CAREER ASSESSMENT

Apticom________________ MOIS________________

Other____

Comments:____ ②

____

CAREER GOALS:

Present____

Alternate____

Ultimate____

STEPS TO REACH GOALS:

1. ____
2. ____
3. ____ ③

CAREER DEVELOPMENT SKILLS NEEDED:

____Employment related vocabulary
____Identification of occupations
____Employment ads
____Communication skills
____Applications & forms

____Resumes and interviewing
____Internships & placement
____Job search & retention
____Employability readiness: (image and presentation)

④

PLACEMENT

Academic and Vocational Coursework recommended:_____________________

____

____Personal Growth ____Career Planning ____Employability Skills

Referral: Educational____

Employment________________ Military________________

Training________________ College/Vocational________________

____
Signature

BASIC SKILL ASSESSMENT

Reading ______ Math ______ Comments ______

______

CAREER ASSESSMENT (See score report from Apticom)

APTICOM ______ MOIS ______ COMMENTS ______

______

CAREER/EDUCATION GOALS

Present ______ Alternate ______ Ultimate ______

STEPS TO REACH GOALS

1. ______	3. ______	5. ______
2. ______	4. ______	6. ______

CAREER DEVELOPMENT SKILLS NEEDED

- ☐ Understand Employment Related Vocabulary
- ☐ Identification of Occupations
- ☐ Reading and Contacting Employment from Ads
- ☐ Exhibit Communication Skill
- ☐ Fill Out and Understand Applications and Forms
- ☐ Produce Resumes and Appropriate Interviewing Techniques
- ☐ Job Search and Retention
- ☐ Employment Readiness

REFERRAL

Educational ______

Employment ______ Training ______

Military ______ Community College, College, University ______

Student's Signature ______

Counselor's/Advisor/s Signature ______

4/88

Livonia Adult Education Educationa[illegible]mployability Development Plan

Date ____________

Name	Telephone	Address	City & Zip Code

EDUCATION (Please respond with a **YES** or **NO**)

H.S. Diploma ________ Completed GED ______ Attended College _______ If **NO** to all three, what is the highest grade completed? __________

List any additional training you have received ______________________________

WORK EXPERIENCE

Month/Year	Employer Name & Address	Salary	Position	Reason for Leaving

BARRIERS TO EMPLOYMENT

☐ Limited English Ability
☐ Reading or Math Problem
☐ Lack Vocational Skills
☐ Ex-Offender/Parolee
☐ Lack Child Care
☐ Lack Transportation
☐ Lack Housing
☐ Lack Work Experience
☐ Health Problem
☐ Chemical Dependency
☐ Lack Citizenship
☐ Handicap

Other ______________________________

SUPPORT SERVICES REQUESTED

☐ Health
☐ Transportation
☐ Emergency Aid
☐ Child Care
☐ Work Cloth./Equip.
☐ Legal Assistance
☐ Financial Counseling
☐ Family Counseling
☐ Agency Assistance

Other ______________________________

REFERRAL TO OVERCOME BARRIER

____

THE WHITMAN CENTER

COUNSELING + CURRICULUM + COMMUNITY = CAREER DEVELOPMENT

The majority of adults attending The Whitman Center are looking for occupational opportunities. To assist students in locating these opportunities, Whitman offers many educational programs of which the Career Development program is an integral part. The course work for this program consists of three classes: Personal Growth, Career Planning, and Employability Skills. These classes are offered for high school completion credit, four hours a week, fifteen weeks a term. An occupational lab is available to all students.

The Product

Students participating in Whitman's Career Development program are more fully aware of their career options and goals, able to better understand themselves, and have a clear understanding of the steps to follow to become employable. They accomplish this by:

Creating an Employability Development Plan - with a career counselor
Improving basic skills - through specific course work
Developing self-awareness - through counseling and in Personal Growth class
Exploring careers - independently in the occupational lab and in Career Planning class
Developing employability skills - in Employability Skills class and with a career counselor

The Process

Career Development at Whitman is based on the belief that learning need not occur exclusively in the classroom. They have involved counselors, teachers, and placement specialists; capitalizing on their expertise, for the creation of a multi-faceted career development program. Personal assessment, occupational information and placement are delivered to students through the medium of counseling, curriculum and hands-on learning. The Whitman Center focuses on identifying individual student needs and meeting those needs through the career development program as well as through Adult Basic Education, General Educational Development, High School Completion, English as a Second Language, and Pre-Vocational classes. In the process of becoming more employable, some students choose to complete high school or obtain GED's.

Activities

The Whitman Center Employability Development Plan (EDP) (see pp. 74-76) is an important component of the Whitman Career development program. MOIS is used as a reference in the creation of this document. This section focuses on how that document is developed and MOIS' role in Whitman's career development plan.

MOIS functions as an occupational tool at many levels of The Whitman Center. Counselors use it in their offices so that students develop accurate perceptions of the job market when scheduling classes. Classroom teachers use the MOIS Structured Search, as well as other assessment tools, as part of the Career Planning class. In the occupational lab, the MOIS data files allow students to research specific employment information.

An EDP is a flexible, formalized contractual agreement between an individual student and a counselor. The body of this document contains information regarding past work experiences, educational history, educational goals, career goals and agreed upon strategies for the attainment of these goals. It identifies employment barriers, support service referrals, basic skill competencies and career assessments.

The EDP is formulated in the initial counselor-student interview during enrollment, and revised throughout the student's stay at Whitman. The EDP is meant to evolve as student needs change and become more defined. The EDP acts as a record of the past, guide for the present, and a projection of the future.

Preparing to Write an EDP

1. Student explores his/her career goal using MOIS while in counselor's office.

2. If the student has no clear career goal, Career Planning class option is presented.
3. The student and counselor discuss the appropriateness and realism of this goal.
4. If the student does not have a high school diploma, HSC or GED options are presented.
5. If the student's basic skills assessment scores are low, ABE class options are presented.
6. If student seems in need of counseling and self-exploration, Personal Growth class option is presented.
7. The student and counselor discuss educational placement in Whitman Center vocational classes or referral to other educational facilities.
8. If the student is unfamiliar with job search and job related skills, Employability Skills class option is presented.
9. Student selects classes and student and counselor develop EDP.

The Whitman Center's program caters to adults at various levels in their career development. The flexible, structured format of the EDP allows individuals to develop a personalized process leading to employment.

For further information, please contact:

Judith A. Sternberg
The Whitman Center
32235 W. Chicago
Livonia, MI 48150
(313) 523-9292

BENEFITS - EDP'S

Students develop self-awareness of their values, interests, and abilities. They learn information gathering techniques and decision making skills and commence career planning.

Teachers have students who better understand the relationship between coursework and future goals.

Counselors have a planned management system in guiding students.

Administrators have a structured approach to career development and increased accountability.

Employers benefit from better prepared employees who have direction and increased knowledge of the world of work.

Parents are afforded insight into their children's career plans. A National Gallup Poll designated "career education" as the third priority out of twenty five that the American Public holds for education.

Adults are provided a formal, but flexible working document that reflects their primary reason for returning to school - life transitions and career pathing.

Provide step by step process for goal completion.

Bridge the gap between academic world and the world of work, thereby promoting more effective career choices.

Create an organized system for planning and documenting competencies for long term employability.

Coordinate classroom and community experiences, thereby maximizing community resources.

Assist in better course selection and placement because classes are coordinated with a career goal.

Judy Sternberg

CHAPTER - V INFORMATIONAL MODULE

CREDIT CLASSROOM COURSE

At the heart of Occupational Lab's funding are two traditional high school completion adult education courses. These classes, form the core of career information service delivery. They provide fifteen weeks of career instruction, directed by classroom teacher, placement advisor, and aide. Consistent with adult education guidelines, these involve 60 hours of programmed career education affording the student ½ credit. By utilizing FTE funding, we remain responsive to adult needs, yet realistic toward funding pressures. Categorically, course offerings represent elective social studies credit. The "Lab" schedule accommodates morning, afternoon, and evening hours. Let's Get A Job is confined to business hours to enable students to conduct their employment search.

Suggested competencies to be covered in class include:

1. Self-Awareness/Assessment
2. Decision Making
3. Job Search
4. Employability Skills
5. Interview Skills
6. Job Retention

Effectively meeting student career needs at Whitman utilizes two curricular designs.

A. Career ~~Possibilities~~ PLANNING - a career exploration course focusing on values clarification, assessment, goal setting, decision making, and career planning. This class employs an aptitude-interest assessment package to assist students in evaluating their values, abilities, and interests. This is augmented by information about specific careers and the workplace. Group discussion on motivation, stress, and employment attitudes, is included. Occupational visitations and observational "internships" are featured to enrich the student's career "research".

EmPLoyABiLity SKills

B. ~~Let's Get A Job~~ - an adaptation of Nathan Azrin's Job Club model with immediate employment as the primary goal. The class emphasizes group discussions about the economic and psychological impact of unemployment. Students draft a resume, develop proficiency in phone techniques, review employment tests, job retention procedures, and practice mock video taped interviews as they conduct their employment search.

REDFORD UNION - LIVONIA ADULT AND COMMUNITY EDUCATION

COURSE SYLLABUS

CAREER PLANNING

INSTRUCTOR:

R. JUSTICE

COURSE DESCRIPTION:

This course will help students who are uncertain about what type of career they should consider persuing. Topics covered are aptitude and interest testing, goal setting, values clarification, research techniques, and career exploration. Students are encouraged to utilize the services of the job placement office located in the Occupational Lab.

REQUIRED TEXT: NONE

COURSE REQUIREMENTS:

1. Students will complete the Differential Aptitude Test (DAT) and the Michigan Occupational Information System (MOIS) survey.
2. Students will explore the difference between secondary and post secondary education. Students will investigate what course work is needed to complete specific degree programs and learn how to and where to apply for financial aid.
3. Students will learn the process of setting short and long tern goals that pertain to education and daily living.
4. Students will apply research techniques to aid in their selection of 3 specific careers and complete a written report on each.

COURSE OBJECTIVES:

1. Students will discover the career they are best suited for and become knowledgeable about that occupation.
2. Students will become aquainted with other's values. In doing this they will be more tolerant and accepting of others.
3. Students will learn the importance of setting goals which will have a positive affect now and in the years to come.
4. Students will learn research techniques.

CLASS PROCEDURE:

Lecture, open-ended class discussion, research techniques, assessment and video presentations.

EVALUATION AND GRADING: Attendance, classroom participation and graded assignments.

CAREER PLANNING

COURSE OUTLINE;

1st week:	Introduction to class, attendance policy, course description and outline. Introduction to the Occupational Lab. MOIS interest survey. Opening day 'warm-ups'.
2nd week:	Differential Aptitude Test (DAT).
3rd week:	Differential Aptitude Test (DAT).
4th week:	Lecture - college assignment (differentiate AA, BA, BS, etc.), college life as opposed to high school, financial aid. Quiz.
5th week:	continuance of above.
6th week:	Lecture - How to write short/long term goals. Assignment of formal written goal.
7th week:	Lecture - Research techniques. Introduction to the career search. Tour of Occupational Lab. Materials and tools available and how to maximize their use.
8th week through 14th week:	Research and completion of 3 individual written career searchs. Intersperse with 5 part video (Career Aids), Diploma or Dropout: It's Your Choice, Job, Trade or Professions: Your Employment Future, You & the Job Market: The Art of Getting a Job, Training for a Trade: College is Not for Everyone, and The Higher in Higher Education: How to Choose Your University.
15th week:	Final Exam. Comparison of different careers. Decision making skills.

CLASS COMPETENCIES

1. Students will discover the career they are best suited for and become knowledgeable in this profession.

2. Students will become aquainted with other's values. In doing this they will be more accepting and more tolerant.

3. Students will learn the importance of setting goals which will have a positive affect now and in the years to come.

4. Students will learn research techniques.

REDFORD UNION - LIVONIA ADULT AND COMMUNITY EDUCATION

COURSE SYLLABUS

EMPLOYABILITY SKILLS

INSTRUCTOR:

R. JUSTICE

COURSE DESCRIPTION:

This course is designed and offered to those students who are interested in developing or reinforcing skills to aid them in the process of looking for employment. Areas that will be covered are resume writing, cover letters, thank you letters, job applications, interviewing skills and the job search process. Students are encouraged to utilize the services of the job placement office located in the Occupational Lab.

REQUIRED TEXT: NONE

COURSE REQUIREMENTS:

1. Students will write a resume
2. Students will write a cover letter and employer thank you letter
3. Students will fill out a variety of job application forms
4. Students will complete a career search prior to individualized interview
5. Students will view a video series, "The Four Stages of Interviewing"
6. Students will complete a mock interview
7. Students will take a final exam.

COURSE OBJECTIVES:

1. Students will learn proper techniques in dealing with prospective employer.

2. Students will learn proper techniques in writing a resume, cover letter. and thank you employer thank you letter.

3. Students will learn the proper techniques in filling out a variety of job application.

4. Students will learn interviewing skills.

5. Students will explore various avenues in job search techniques.

CLASS PROCEDURE:

Lecture, one-on-one instruction and counseling, role playing and how to utilize the Occupational Lab facilities.

EVALUATION AND GRADING:

Straight Scale - graded papers and assignments
Classroom participation
Written test

REDFORD UNION - LIVONIA ADULT AND COMMUNITY EDUCATION

COURSE SYLLABUS

EMPLOYABILITY SKILLS

INSTRUCTOR:

R. JUSTICE

COURSE OUTLINE:

Week 1. Introduction to class, course description and outline. Introduction to the Occupational Lab services.

Week 2. Lecture. Ditto. How to deal with the emotional impact of unemployment.

Week 3. Purpose of a resume. Structure and construction of a working resume.

Week 4. As above. Shal include rough draft of a working resume.

Week 5. Final copy of resume due.

Week 6. Lecture - Research techniques. Introduction to the career search. Tour of the Occupational Lab facility. Materials and tools available and how to maximize their use.

Week 7. Completion of one written career search.

Week 8. Purpose of a cover letter. Structure and construction of a cover letter.

Week 9. Rough draft of a cover letter. Final copy of a cover letter.

Week 10. Purpose of a business thank you letter. Structure and construction of a thank you letter.

Week 11. Rough draft of a business thank you letter.

Week 12. Job application forms. How to complete them appropriately. Completion of different types of job applications.

Week 13,
14. View Career Aids, Inc. videos, (Interview Preparation, Handling Difficult Questions and The Four Stages of Interviewing). Participate in a mock job interview.

Week 15. Final Exam

CLASS COMPETENCIES

1. Students will learn the proper techniques of dealing with prospective employers.
2. Students will learn the proper techniques of writing a good resume, cover letter and business thank you letter.
3. Students will learn the proper technique of filling out a job application.
4. Students will learn appropriate interviewing skills and will complete a mock interview.
5. Students will explore various avenues of job search techniques.

CAREER RESOURCE LIBRARY

In addition to the credit curriculum, and germane to information delivery, is the career resource library. This includes print materials as well as audio visuals, films, slides, video tapes, computerized information, magazines, brochures, periodicals, and newspapers.

Categorically, try for a mix of educational materials about schools and training opportunities, occupational information about various jobs, and general career materials about communication skills, goals, values, decision making, and employability skill development. Try to consolidate appropriate school materials from your library, media center, guidance and counseling, classrooms, etc.

In choosing materials consider the following criteria:

- Compliment career center objectives
- Current and will not become outdated quickly
- Accurate content and interesting format
- Free of sexual and racial stereotype
- Cost effective
- Meet your clients needs
- Try to include some material on occupational profiles, emerging career fields, civil service, employability skills, local employment opportunities, trade and technical schools, colleges and universities, armed services, self-awareness

Experience has shown us that inexpensive paperback books and periodicals provide a continuing influx of current material to a career library. We suggest that you order free or inexpensive brochures provided by professional associations, labor organizations, business and industry associations, and governmental agencies. Augment this by clipping career articles from magazines and newspapers and creating a career information file or career resource "book". Request information and catalogues from the military, vocational schools, and colleges. Create a college corner, military area, and vocational shelf.

INFUSION INTO CURRICULUM

The career center provides an excellent resource for classroom teachers. It houses materials which enable students to conduct research projects and other classroom activities. At Whitman, we often created a career program to meet specific teacher requests. Routinely, we provided resume development, interviewing presentations, and dressing for success workshops. We also presented seminars on school and community career topics of interest including:

A seminar on colleges and vocational schools
Allied Health career fields
Business careers
Sexual Harassment
Stress and the Workplace
Non-traditional Career Paths
Time Management
Dressing for Success
Survival Skills in the Workplace
Temporary Services
Labor Relations, in the office
Life after Layoff
    I Psychological Impact
    II Economic Impact
    III Retraining
Quality of Worklife

PROGRAMMING SERVICES

Ideally your career area should provide programming and not remain a resource library. It lends itself perfectly to group counseling activities, administering and interpreting tests, providing individual counseling, computer assisted guidance, workshops, seminars, classroom related career activities, films, filmstrips, speakers, field trips.

Higher educational information programs, internships, work experience and co-op programs and job placement, round out the many avenues through which career learning experiences can be channeled. Suggested programming services:

Career Guidance Class
Employability Skills Seminar
College Night
Work Experience
Placement
Internship/Externship
Film Fare
Speakers Bureau
Peer guidance
Career Cart
Field Trips
Academic Planning
Military Career Programs
Assessment Service

Critical to providing full service career delivery to the client is academic and vocational support services. After the client has been counseled, assessed, and informed many will require basic skill development, high school credentials, and vocational training. Appropriate programmatic referrals will then support the career decision making process and precede placement efforts.

COMPUTERIZED SERVICE DELIVERY

If funds are available for computerized information delivery, you will find that they can (1) provide a comprehensive data bank of information on occupational and educational opportunities; (2) sort through and interrelate volumes of information; (3) "custom design" educational or occupational choices for particular clients; and (4) save counselors time by administering a variety of inventories and multiple choice interviews. The four information components of computer-assisted programs are education, occupation, self, and guidance.

Investigate Michigan Occupational Information System (MOIS) through your Intermediate School District. This nationally recognized computerized tool (or microfiche) was designed to be a data base on occupational areas as well as an assessment instrument. It banks 350 moiscripts (occupation), representing 95 percent of the employment in Michigan. Computer systems also worthy of your consideration, include:

MOIS - Michigan Occupational Information System
Local Intermediate School District

SIGI- System of Interactive Guidance and Information
Educational Testing Service
Princeton, New Jersey 08541
609-734-5165

APTICOM - Aptitude Computer
1113 Forestdale
Royal Oak, MI 48067
399-7611

DISCOVER II - Director of Discover Center
2201 N. Dodge Street
P.O. Box 168
Iowa City, Iowa 52243

NOTEWORTHY RESOURCES

ERIC Searches/Career File, library vertical file/Arco & Barron Series

U.S. Department of Labor, Bureau of Labor Statistics, Occupational Outlook and Occupational Outlook Quarterly (periodical), U.S. Govt. Printing Office, Washington, D.C.

Dictionary of Occupational Titles, U.S. Govt. Printing Office, Washington D.C.

Chronicle Guidance Publications, Inc. 3-in-1 Guidance Subscription.

Bolles, Richard N., What Color is Your Parachute?, Ten Speed Press, Berkley, California, 1982

Azrin, Nathan H., and Besalel, Victoria, A., The Job Club, Ten Speed Press, Berkley, California, 1982

Cetron, Marvin, Encounters with the Future, McGraw Hill, New York, 1982

Wright, John W., The American Almanac of Jobs and Salaries, Avon, New York, N.Y., 1982

Alperin, Stanley, 120 Careers in Health Care Field, Ballinger Pub. Co., Cambridge, Mass., 1980

Holland, John L., Making Vocational Choices: A Theory of Careers, Prentice-Hall, Inc., Englewood Cliffs, N.J., 1973

Irish, Richard K., Go Hire Yourself An Employer, Anchor Press, New York, N.Y., 1973

Lathrop, Richard, Who's Hiring Who?, Ten Speed Press, Berkley, Ca.

Jackson, Tom, The Perfect Resume, Anchor Books, New York, 1981

Molloy, John T., Dress for Success & The Woman's Dress for Success Book, Warner Books, New York, 1975/1977.

Barron's Guide to Two-Year Colleges: Barron's Educational Series Inc., 113 Crossways Park Drive, Woodbury, N.Y. 11797

Jobs For Which Junior College, Technical Institute, or Other Specialized Training is Usually Required: U. S. Department of Labor, Bureau of Labor Statistics, 2220 GAD Building, Washington, D.C. 20212

Allied Health Education Directory/7th Edition: AMA Order Dept., OP-393, P.O. Box 821, Monroe, Wisc., 53566

National Association of Trade & Technical Schools: NATTS Directory, 2021 L. Street, N.W. Washington, D.C. 20036

Nontraditional College Routes to Careers: Julian Messner, A Gulf & Western Co., 1 West 39 St., Ny., N.Y. 10018

Vocational School Programs Licensed by Michigan Department of Education: Michigan Dept. of Education, Lansing, Mi. 48909

Lovejoy's Career & Vocational School Guide: Clarence E. Lovejoy Simon & Shuster, Rockerfeller Center, 630 Fifth Av., New York, N.Y. 10020

Jobs for Which a High School Education is Preferred, but Not Essential: U.S. Dept. of Labor, Bureau of Labor Statistics, 2220 GAO Bldg., Washington, D.C. 20212

Jobs for Which Apprenticeships are Available: U.S. Dept. of Labor, Bureau of Labor Statistics, 2220 GAO Bldg., Washington, D.C. 20212

Apprenticeship Programs: Michigan Employment Security Commission, 737 S. Washington, Royal Oak, Michigan 48067

Occupations: Military-Civilian Occupational Source Book, AFVTG, Universal City, Tx. 78148

How to Prepare for: GED, ACT, CLEP, SAT

Young People's Job Finding Guide. Acropolis Books Ltd., Washington, D.C. 20009

Noer, David, How to Beat the Employment Game. Ten Speed Press, Berkeley, CA 94707. 1978

Job Sharing in the Public Sector, New Ways to Work, San Francisco, CA 94103, 1979

Terkel, Studs, Working. Avon Paperback, New York. 1974

McClure, Larry, Career Education Survival Manual: A Guidebook for Career Educators and Their Friends. Olumpus Publishing Co., Salt Lake City, UT 84105. 1975

Figler, Howard E., The Complete Job Search Handbook: Presenting the Skills You Need to Get Any Job, And Have A Good Time Doing It. Holt, Rinehart and Winston, New York, NY 10017. 1979

Jackson, Tom, Guerrilla Tactics In The Job Market. Bantam Books, New York, NY 10019. 1978

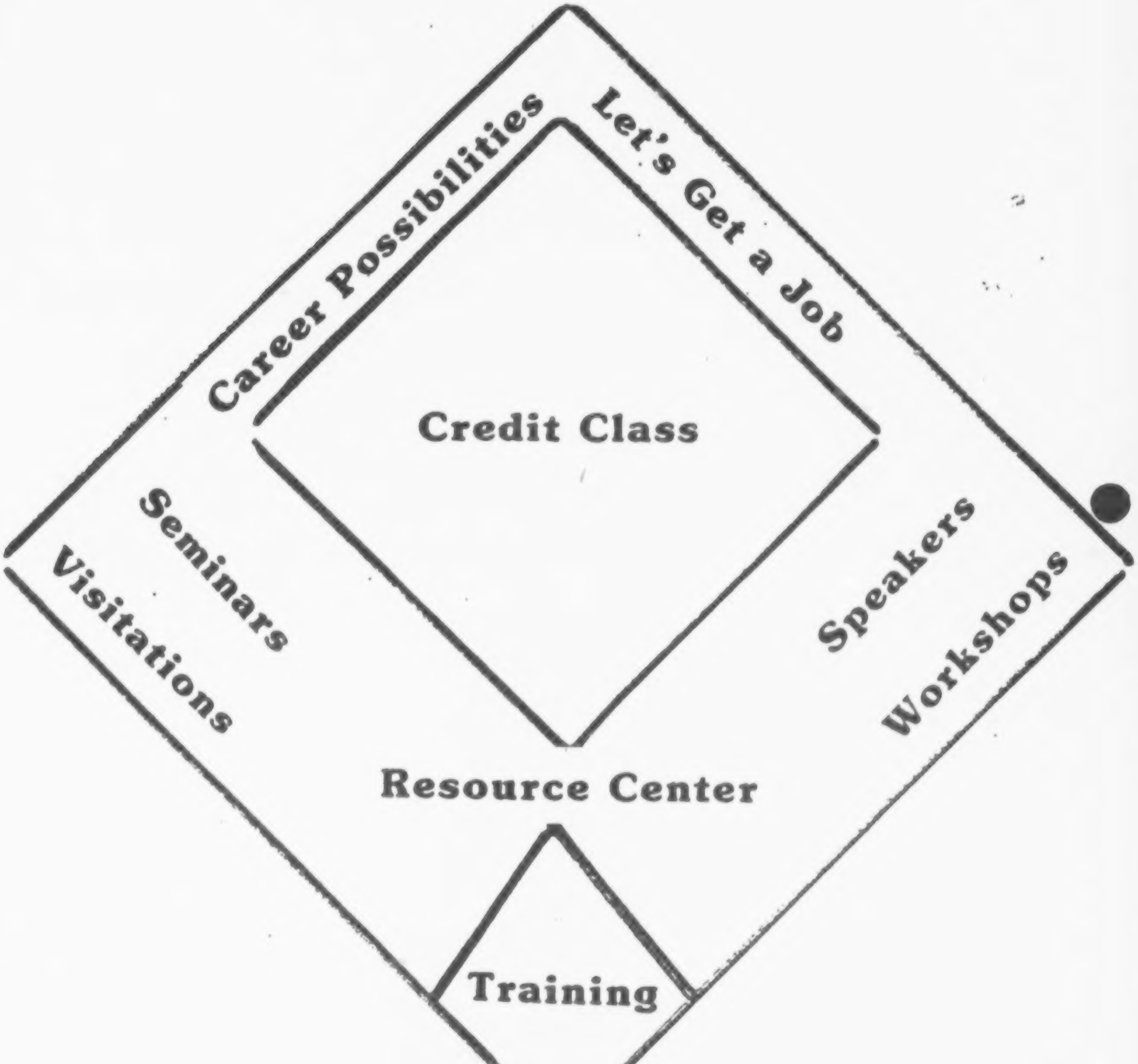
____________, 28 Days to a Better Job. Hawthorn Books, Inc., New York NY, 1977

Burack, Albrecht and Seitler, Growing: A Woman's Guide to Career Satisfaction. Lifetime Learning Publications, Belmont, CA 94002 1980

Cook, Paul F.; Dahl, Peter R.; and Gale, Margaret Ann, Vocational Opportunities: Vocational Training and Placement of the Severely Handicapped. Olumpus Publishing Co. Salt Lake City, UT 84105 1978

Hawkins, James E., The Uncle Sam Connection: An Insider's Guide to Federal Employment, Revised and Updated. Follett Publishing Co., Chicago, Ill. 60607. 1978

Informational Module


Career Possibilities
Let's Get a Job
Credit Class
Seminars
Visitations
Speakers
Workshops
Resource Center
Training

Judy Sternberg

CHAPTER VI - PLACEMENT MODULE

PLACEMENT VEHICLES

In this chapter we will discuss methods and means for meeting that ultimate goal: Job Placement. It is important to determine the employment needs and common barriers faced by individuals in your community so that you can consider methods which will meet those needs in the most expediant manner. Also, your budget may dictate the range of services you will be able to provide. Some methods will require more staff or more hours of work than others. All of the following methods will push toward student employment.

A. Job Clubs
B. Internships, Externships, Practicum
C. Work Experience, Adult Co-op
D. Job Development
E. Job Placement
F. Follow-Up

Job Clubs

"Job Club" is the name given to a specific method of teaching and assisting people in job seeking. Based on the book Job Club Counselor's Manual by Nathan Azrin, a job club requires people to find their own job. Participants meet on a regular basis, usually four hours per day, five days per week and receive instruction and practice on interviewing; phone calling; resume, application, and letter writing; and some job retention skills. Job clubs normally are scheduled for a designated number of weeks (i.e., 4) but according to Azrin, a participant should remain in the job club until they find a job. Participants are encouraged to share and coach each other. Some adult education centers have formed agreements with D.S.S. (Department of Social Services) to operate job clubs for its' members. The participants' rewards for finding a job are discontinuance of aid, approval from the group, and self-satisfaction. The sanctions for not finding a job are mostly self-inflicted. The group is instucted to always encourage it's members to succeed. The most distinctive feature of Azrin's Job Club is that the participants are to be provided with phones at the job club, and are to spend time calling many employers while the club is in session.

M.R.S. (Michigan Rehabilitation Services) provides a modified job club for their clients. Because their clients all have significant barriers to employment, they teach each client tactics for overcoming their disability in an employment situation.

I have observed a very successful job club which was staffed in a 2:1 ratio, each two participants had a facilitator. The group included approximately 25 participants. It was directed by a staff person and assisted by 10, trained volunteer college students who had chosen this activity for college credit. The participants varied in background, needs, and employment barriers but most of them found jobs. All of them succeeded in boosting their self-confidence and knowledge of employability skills. They even trained developmentally disabled participants to contact employers on the telephone by themselves and arrange their own interviews!

Azrin's Job Club model fails to include areas like goal setting, decision-making, career information, or exploration. Therefore, many organizations have disigned adaptive programs which include employablity skills with other topics which meet their clients' needs. The traditional goal of a job club is to move from unemployment directly to employment. There are many excellent materials available for teaching people how to find jobs. The key, I believe, is to form an eclectic program which will meet your students' needs.

Internships/Externships/Practicum

Educational institutions have for many years required that students obtain some practical experience in skill areas before certifying that the student has successfully completed the requirements and is ready for employment. These programs are designed so the students receive practice on an employment site. Beyond this basic definition, programs differ tremendously. Some programs arrange all the internship sites then select students to fit the sites. Other programs require that students find their own sites. Others place students individually at employer sites. Most programs have written agreement with the employment site so that each party; the employer, student, and school representative, knows what is expected. The program may also vary in length from 20 hours to 300 hours for completion.

It is important to note that we are referring to an unpaid experience. The Department of Labor currently views any unpaid experience as volunteerism and is not concerned about the length of time or places where these programs may occur. Only in cases where a student would be held to do things against their will or sell-being would any civil authority get involved, and then only if it was reported.

It is recommended that in developing such a program the school consider the educational, personal, and financial needs of the student. An internship should provide practical work experience which will assist the student in finding employment without creating financial hardship or subsequent employment barriers.

Liability is a consideration. If a 'volunteer' is injured in an accident which can be ruled as caused by employer negligence, the employer may be required to pay workers compensation. Some schools purchase liability insurance to cover the student at the internship site. It is best to consult your lawyer or insurance professional on this matter before proceeding.

If you should decide to have an internship, externship, or practicum it is recommended that you provide the following documentation:

1. Agreement between the student, internship site, and school representative so that each understands what is expected.
2. Method for tracking student hours.
3. Evaluation form so student and school may track progress.
4. Follow-up records to show school interest and support during the experience. Some programs require the students to return to the school at designated times for a seminar or personal interview to discuss their experiences.

Statistically, 50% of the students participating in an internship experience may be offered employment at their internship site. This provides a challenge to programs that develop internship sites for students because they must constantly be seeking new sites as previous ones are lost.

Work Experience/Adult Co-op

Unlike internships, work experience or adult co-op are paid experiences. They are generally encouraged for the same purpose: to provide a realistic work experience to the student. The student is expected to learn appropriate work habits and behaviors as well as develop their employment skills. Work experience programs vary. Some programs, especially JTPA funded programs, will reimburse the employer for 50% of the trainees wages for a specified length of time. Many of these trainees also qualify for TJTC (Targeted Job Tax Credit) which will reimburse the employer for the other 50% of the wages for one year so that the employer may get a 'free' employee for the training period. The employer is not required to keep an employee under these programs but should treat them as they would anyone else including giving raises and bonuses or firing them as their performance dictates.

Some work experience programs will find an employment site for the student. Others require that the student find their own.

Adult Co-op is very similar to work experience. The program or the student may find the employment site. The student agrees to work a required number of hours and the employer pays the student. Usually compensation is at the minimum wage level.

Many adult education programs will award high school completion credit for these types of experiences. The student usually must prove that they worked a certain number of hours. Verification is made with the employer prior to the awarding of credit. Many times work experience is done concurrently with a training program rather than upon completion of it.

Job Development

Knowing proper and effective methods of job development is important if your career center will provide internships, job referrals, or full-service career planning. Again it is equally important to know the students' needs. Who are you job developing for? You can aviod problems if you know what types of positions your students are looking or are qualified for. For example, there is little to be gained from spending hours talking with engineering firms if you have no engineers to place.

If you are unsure about the types of positions your students could fill, begin by identifying jobs which might easily be filled by students upon completion of your vocational course offerings. After creating a list of possible titles, you need to identify corresponding possible employers. I use several different methods in order to accomplish this but the key in each method is to attempt to speak directly to the employer and assist them in determining their needs. I believe that a placement specialist's role is to consider first the needs of the employer and second, the needs of the student. By servicing the employers, the students will be serviced as well.

A listing of methods for finding prospective employers would include the following:

A. Field visiting
B. Telephone solicitation
C. Mail promotion
  1. General promotion through a monthly bulletin, brochures, letters, flyers, or postcards
  2. Letters regarding specific students
  3. List of profiles of qualified students
D. Public relations program
  1. Speeches
  2. Demonstrations at employers' meetings
  3. Films
  4. Job clinics
  5. Newspaper articles
  6. T.V. and radio spot announcements
  7. Yellow pages
  8. Manufacturer's reference books
E. Employer advisory committee
F. On-the-job training
G. Small business enterprises
H. Coordination of methods with other community agencies

The telephone book and your Chamber of Commerce business directory are good sources of information on businesses in your area. I like to consider the positions I am looking for, identify some prospective employers, and plan a job development strategy. I have found that phone calls are effective for making contact and determining employer needs.

Using the Phone Log, enter the name and other vital information

WHITMAN CENTER OCCUPATIONAL LAB

PHONE LOG

Occupational Group ____________________

DOT # ____________________

Name of Company	City	Phone #	Day/Date	Time	Contact Person	Results	Recommended Action

SJ:sj100682

about the employer on the page before phoning. These entries may be made over a period of days or weeks. They are catagorized by occupational group using the D.O.T. (Dictionary of Occupational Titles, Department of Labor) codes. I usually group using only the first digit of the nine digit D.O.T. code because I find that it is specific enough for my purposes and much easier to remember. I assign whole pages to areas in which we provide specific vocational courses, for instance dental assisting. I also differentiate between clerical occupations and sales occupations. I find it easy to catagorize, file, and retrieve information using this system. The Phone Log forms are kept in a notebook.

When a number of prospective employers in a given occupational group have been identified, or when a student is identified who qualifies for a position, I begin to place phone calls to the employers using the Telephone Technique. The purpose of this phone call is to arrange a meeting with the employer to discuss our program and the employers' needs, and determine which of our services could best benefit the company.

When planning any employer call there are five steps to consider:

1. Establish contact

   Use the phone, letters, or personal visits. The employer should become familiar with your school/agency name or your name.

2. Arouse interest

   Be sure the employer knows your name, the school/agency name, state your purpose for calling, consider asking a question.

3. Develop their interest

   Further describe your program and experience. Sell your quality training program, effective teaching methods, dependable adult student, etc.

4. Meet the objections

   This is the key to your success. If you can solve the problems before they are viewed as problems you will be doing well.

5. Close

   This is when you ask for what you want, i.e.; another meeting, continued contact, jobs, training

Telephone Tecnnique

Good (morning afternoon). This is Sharon Jaska, Job Placement Advisor from Whitman Center in Livonia.

I heard about (you your company) from ____________________ and I was anxious to call you today for two reasons:

First, I wondered if you had heard of Whitman Center or if you knew that we are available to help you with your employment needs?

Secondly, I wondered if I could help you with your employment needs?

Whitman is an extended or alternative learning center sponsered by Livonia and Redford Schools. At Whitman, we train or re-train, unemployed people for today's world of work. We offer a variety of programs from professional courses to general studies. I am really interested in your future employment needs. If you would be interested, I would like to meet with you to compare our couse offerings with actual employer specifications. This would help us to provide better qualified job candidates to the job market. I am also familiar with tax-credit and job training funds which may make this economically beneficial to you.

Is there any reason why we couldn't meet to discuss this further? I would really like to tour your (operation facility).

(Overcome Objections)

Great! Which is better for you, morning or afternoon?
beginning or end of the week?
(suggest day and time)

I'd like to be sure that I have your correct address and phone number.
(Check and write on Employer Information Summary)

In case something should come up, let me give you my phone number so you can call.

(If no appointment is scheduled, ask about future job openings and situation.)

Thank you very much. See you ________________________.

> possibilities, etc. If you have answered all of the objections well you are likely to receive a positive response. If the response you receive is not positive, continue answering objections and repeat your close. Always be specific when closing. Arrange a specific date for your next contact or a specific number of interviews. This will insure continued contact.

In both the Telephone Technique and the employer call, it is important to recognize the positive tone set by the placement specialist. Always keep your contacts with employers on a positive note. It is important to have the employer agree with you or respond positively several times before the close to give you an atmosphere for success.

Keep Employer Information Summaries at hand when making a new contact. It is helpful to keep track of what has transpired between you and the employer. If, for instance, you contact Dr. A's office on Wednesday and find that he is always in surgery on Wednesdays, it would be important to note this on both the Phone Log and the Employer Information Summary for future reference. This information may be handy when a job order is received and job matching begins. The alphabetical file card mentioned of the Employer Information Summary refers to a Roll-a-dex card which is completed for employers that show interest in our programs or services. This provides an easy reference system. I prefer to keep follow-up notes together with notes of the original employer contact so that the history of the relationship can be easily traced.

These are filed in one of two places. If a call-back date has been arranged, they are filed in a call back book according to the month in which the call should take place. If no date is set, it is usually because the employment site is not a likely prospect for our services. These are filed alphabetically by company name in a reference book. Keeping the Employer Information Summaries provides documentation of what has transpired with a particular company.

The Job Order Card is used when a specific job opening is found. The example shown here was developed by the Wayne County Intermediate School District for Project Share. Again, use D.O.T. codes to indicate the type of opening. This will help in your filing and reference system.

WHITMAN CENTER OCCUPATIONAL LAB

EMPLOYER INFORMATION SUMMARY

File:

Company Name   Phone No.

Address

Cross Streets   Contact Person

City, Zip   MI   Title

Date of Initial Contact   Alphabetical File Card

Types of possible openings:

Working Conditions:

Physical Requirements:

Soc/Psych/Educational Requirements:

Hours/Shifts: Flexibility required

Comments:

Current Openings: Job Order

Date of Call-back	ACTION Results	Recommendation

SJ:sj100682

JOB ORDER GENERAL INFORMATION

Order No. ____________

Employer Name ________________________ Employer No. ____________

Job site address ________________________

City & Zip ________________ ☐☐☐☐☐ Grid code ☐☐☐

Contact person ________________________ Contact phone ☐☐☐-☐☐☐☐

Application address ________________________ Where apply 1 ☐ job site 2 ☐ inquire

City & Zip ________________ ☐☐☐☐☐ Appointment 1 ☐ yes 2 ☐ no

Job Title ________________________ MOIS No. ☐☐☐ Total slots ☐☐

Description ____

____

Requirements ____

Job type 1 ☐ temp-pt 2 ☐ temp-ft 3 ☐ perm-pt 4 ☐ perm-ft

Hours ________ Hours/wk ☐☐☐ Days M T W TH F S SU FLEX Wage ☐☐☐ flat + comm comm

Benefits H-health S-sick V-vacation D-dental E-eye care O-other N-none

Starting date ___/___/___ Job Source Code ☐☐☐☐ ☐☐ initials

SHARE 8/80 Order taken by ________________________ Date ___/___/___

Additional Employer or Job information ____

____

____

Referral information

Date	Applicant	Telephone	Follow-up	Hired	Comments

Further remarks

____

____

____

____

Firm Name ______________________ Date ______________

Address ______________________ Near ______________

____

Contact Person ______________________ Phone ______________

Dear Employer:

______________________ is interested in applying for employment.

Would you please consider him/her for the ____________ position now open.

We appreciate your cooperation in helping our clients become productive employees.

WHITMAN CENTER
Livonia Public Schools

____
Counselor

____
Phone

There is room on the back for referral and follow-up information. Consolidating information in one place will make follow-up easier.

Following the Job Order is an example of the Referral Card given to students. Job information is written on the card. The student takes the card to the interview or employment site. The Referral Card provides the employer with information regarding the source of the applicant. By giving a referral, the placement specialist is acting as a reference for the student.

A Referral Card is not necessary. You may choose to use a letter of introduction or your business card. It is important to provide the employer with your name, school name, and phone number.

# 1 - GET BUSINESS CARDS!

Business cards are imperative to job development. After all the mailings, phone calls, and contacts have occurred, the employer will refer to your business card when trying to contact you.

Job Placement

Job Placement is the process by which the student is matched to the job. It includes career counseling, practice in decision making, and goal setting. "Helping a student find a job" reflects one important emphasis. Whenever possible, prepare the student so that he can find a job himself, instead of having it found for him. A student who finds his own job may experience enhanced satisfaction and self-esteem. He has demonstrated independance and responsibility for his own future. It may be necessary for him to find his own job more than once. The problem-solving learned in effective counseling needs to be paralled in effective placement. I like this motto: Give me a fish and I will eat today, teach me to fish and I will eat for a lifetime.

Much has been written on job placement, especially with reference to the placement of people with disabilities. Often these articles are very inciteful and can inform and motivate both the placement specialist and the student to work hard at finding work. Disabled people are doing remarkable things in the working world today. Two excellent sources of information are the [1] Journal of Rehabilitation and [2] Disabled USA.

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[1] Journal of Rehabilitation; publisher, National Rehabilitation Association, 1522 K Street NW, Washington D.C. 20005.

[2] Disabled USA; publisher, The President's Committee on Employment of the Handicapped, Washington D.C.

When a student requests placement assistance from the Occupational Lab at Whitman Center, we present them with an intake packet and ask them to complete it as if they were applying for their ideal job.

The first item is a Job Placement Agreement. This explains the process for receiving assistance, the services we offer, what we expect of the student, what the student can expect of us, and a disclaimer which satisfies our lawyers on our responsibilities to the student. We keep a signed copy and the student receives a copy.

The second item is a Student Profile. This is very much like a job application. All of the questions on the Student Profile are legal questions which may be found on any standard job application. At the end of the Student Profile you will notice that the student is asked to write a paragraph about what they have to offer an employer. This requires the student to identify some positive qualities in themselves and indicates to the placement specialist their ability to follow directions and compose their thoughts in sentences.

We have an agreement to work in a reciprocal fashion with the MESC (Michigan Employment Security Commission), therefore we require the student to complete the MESC application form called a 2511. These are kept separate from the student file according to the type of position the student is seeking. These are coded by D.O.T. number.

The Self-Analysis Chart is used to help the student think about their strengths and weaknesses as they relate to employment.

The Descriptive Summary continues this, however the questions are less personal and more related to job matching.

We require that any student who desires placement assistance take the MOIS (Michigan Occupational Information System) Structured Search to identify a list of job possibilities. We waive this if the student knows exactly what kind of job they want and they are qualified for it.

When these are completed, the student attends a 30 minute personal interview with the placement specialist to establish a Job Goal Plan. The placement specialist begins by reviewing carefully the intake packet and MOIS information. Completeness, legibility, and use of proper job seeking techniques are addressed.

The placement specialist completes the interview packet and the

WHITMAN CENTER OCCUPATIONAL LAB

JOB PLACEMENT AGREEMENT

The following list denotes the steps required for job placement assistance from the Job Placement Advisor at the Whitman Center Occupational Lab.

☐ 1. Complete a STUDENT PROFILE, a SELF-ANALYSIS CHART, and a DESCRIPTIVE SUMMARY.

☐ 2. Complete a MOIS search (Julie Paddison) or an alternative occupational interest survey.

☐ 3. Make an appointment to see the Job Placement Advisor (Sharon Jaska). Bring the DESCRIPTIVE SUMMARY, STUDENT PROFILE, and occupational survey information to the appointment.

At the time of the appointment with the Job Placement Advisor, additional information will be gathered and a JOB GOAL ATTAINMENT PLAN will be developed.

The following list outlines the responsibilities of both the student and the Job Placement Advisor to the job placement process.

Responsibilities of Job Placement Advisor	Responsibilities of Student
Job Placement Advisor will:	Student will:
1. Provide appropriate leads and tips.	1. Research and act on all leads and tips.
2. Provide opportunity for resume preparation.	2. Prepare and submit a resume to the Job Placement Advisor for the file.
3. Begin job development for appropriate positions.	3. Job develop on your own by using the JOB SEARCH METHOD. Also, report job interviews to the placement office.
4. Provide appropriate job referrals.	4. Follow up on all Whitman Center Occupational Lab referrals and report results to the Job Placement Advisor promptly.
5. Be available for consultation by appointment.	5. Regularly update the Job Placement Advisor on progress of the job search.

I desire job placement assistance. I have read and understand the process for getting assistance. I agree to assume the responsibilities of the student as outlined. I understand that failure on my part to carry out the responsibilities listed, may result in discontinuation of this agreement. I further understand that Livonia Schools, Whitman Center, Whitman Center's Occupational Lab, and the Job Placement Advisor can neither guarantee that job placement will occur, nor guarantee the quality or safety of the job should placement occur. The Job Placement Office simply acts to coordinate and facilitate communication between employers and students.

Student Signature ______________________ Date __________

Job Placement Advisor ______________________ Date __________

SJ:sj

WHITMAN CENTER OCCUPATIONAL LAB

STUDENT PROFILE

DATE ____________________

INSTRUCTIONS TO STUDENT:

1. PRINT all information except where your signature or MISCELLANEOUS information is requested.
2. Completion of all requested information is essential to achieving a proper evaluation and job placement.

Ms.
Miss
Mrs.
Mr. ____ Phone No. __________________

Address ____ Soc.Sec.No. __________________

City, Zip ______________________________ ,MI ________ Male ________ Female ________

EMPLOYMENT DESIRED NOW:

Type of work desired: ______________________________ Date you can start __________

Work schedule preferred:

Full-time _______ Part-time _______ Temporary _______ Permanent _______

Salary expected: ____________ Can you work: Days _______ Afternoons _______ Night ____

Are you presently employed? _______ If so, may we contact your employer? _______

Will you travel outside of your home town? _______ If yes, how far? (Circle below)

5 miles 10 miles 15 miles 20 miles

Check if you have: Drivers License _______ Chauffeur License _______ Own car _______

Tools needed for job _______ Transportation available _______

EDUCATIONAL PREPARATION:

Circle the highest grade completed in each school catagory	Grade or Jr. High 1 2 3 4 5 6 7 8	High School 9 10 11 12	College 1 2 3 4 +

Institution	Name & Location	Dates Attended	Major Field	Graduate/Year
High School		From:		
		To:		
College		From:		
		To:		
Other		From:		
		To:		

Circle or check all that apply to your experience:

Typing I II , WPM (Net) __________ Metal I II III

Shorthand I II , WPM (Net) _______ Wood I II III

Bookkeeping/Recordkeeping ________

Office Machines ________________

Data Processing ________________

Graphics ____________________

Drafting I II III

Electronics I II III

Auto Mechanics I II III

Small Engine Repair ________

What other skills have you mastered? What machines and/or equipment are you able to operate?

____

____

____

EMPLOYMENT HISTORY: List present or most recent job first. Include any co-op, part-time, temporary, and/or full-time employment.

From	To	Name & Address of company	Position & Salary	Supervisor & Phone No.	Reason for Leaving

Describe duties: ____

____

From	To	Name & Address of company	Position & Salary	Supervisor & Phone No.	Reason for Leaving

Describe duties: ____

____

From	To	Name & Address of company	Position & Salary	Supervisor & Phone No.	Reason for Leaving

Describe duties: ____

____

From	To	Name & Address of company	Position & Salary	Supervisor & Phone No.	Reason for Leaving

Describe duties: ____

____

May we contact the employers you listed, for reference? ______ If not, indicate NO next to the one(s) you do not wish us to contact.

If you have done any volunteer work for any organization - political, church, Red Cross, Senior Citizens, etc., PRINT the name and location of that group and briefly describe your duties or involvement:

____

____

____

PERSONAL REFERENCES: These can not be relatives or classmates.

Name	Business or Home Address	Phone No.	Occupation

MISCELLANEOUS:

What are your hobbies or special interests? ______________________________

____

What can you offer to a prospective employer? Write your ideas in paragraph form.

____

____

____

____

____

____

How did you learn about the Career Information Center?

Newspaper ______ Radio ______ Friend or Relative ______

Brochure ______ Other ______ (Describe) ______________________

I hereby authorize the Whitman Center Occupational Lab to release information to prospective employers and training programs which will assist in my placement, and to investigate the validity of statements made on this profile. I understand that providing false or misleading information, or failure to disclose the requested information, may cause Whitman Center Occupational Lab to refuse services to me, both present and future.

Student Signature ______________________________ Date ______________

SJ:sj092182

WORK HISTORY (Including Military Service)

WHAT KIND OF WORK DO YOU WANT?

DESCRIBE YOUR LAST JOB

NAME OF EMPLOYER OR COMPANY

NAME YOUR JOB AND TELL WHAT YOU DID

ADDRESS

EMPLOYER'S BUSINESS

DATE STARTED | DATE ENDED | ☐ FULL TIME ☐ PART TIME | RATE OF PAY $

WHY DID YOU LEAVE?

PREVIOUS JOB

NAME OF EMPLOYER OR COMPANY

NAME YOUR JOB AND TELL WHAT YOU DID.

ADDRESS

EMPLOYER'S BUSINESS

DATE STARTED | DATE ENDED | ☐ FULL TIME ☐ PART TIME | RATE OF PAY $

WHY DID YOU LEAVE?

PREVIOUS JOB

NAME OF EMPLOYER OR COMPANY

NAME YOUR JOB AND TELL WHAT YOU DID.

ADDRESS

EMPLOYER'S BUSINESS

DATE STARTED | DATE ENDED | ☐ FULL TIME ☐ PART TIME | RATE OF PAY $

WHY DID YOU LEAVE?

DESCRIBE ANY OTHER WORK EXPERIENCE YOU HAVE HAD:

DO NOT WRITE IN SHADED AREA

1. (1 9)

2. SUMM. YOUTH
1 ☐ YES
2 ☐ NO
(11)

3. HDCP./DIS
0 ☐ NO
1 ☐ HDCP. (Not Dis. Vet)
2 ☐ DIS. VET.
3 ☐ SPEC. DIS. VET.
(12)

TC 2 (13)

CC 50 (14-15)

16. OCCUPATIONAL TITLE

17. OCCUPATIONAL CODE (39 47)

18. MOS. EXP.

4. LAST NAME (Leave space between last and first) FIRST NAME MIDDLE INIT (16 29)

5. STREET NUMBER STREET NAME APT. NO

6. CITY OR TOWN STATE ZIP CODE

7. TELEPHONE NUMBER
HOME
OTHER

8. SEX
1 ☐ M 2 ☐ F
(30)

9. DATE OF BIRTH
MONTH | DAY | YEAR
(31-32) (33-34)

10. CIRCLE HIGHEST SCHOOL GRADE COMPLETED (35-36)

1 2 3 4 5 6 7 8 9 10 11 12 | 13 14 15 16 17 18 19 | DEGREE OR CERTIFICATE

NAME OF SCHOOL COURSE LENGTH

11. IF NEEDED FOR WORK, DO YOU HAVE?
☐ TOOLS ☐ CHAUFFEUR LICENSE
☐ AUTO ☐ DRIVER'S LICENSE

12. WOULD YOU MOVE FOR WORK?
☐ YES
☐ NO

13. U.S. CITIZEN?
☐ YES ☐ NO
CARD TYPE

14. ARE YOU EMPLOYED?
YES ☐
FULL-TIME __
PART-TIME __
NO ☐
LAYOFF __
OTHER __

15. MILITARY SERVICE MO DAY YEAR
ENTRY
RELEASE

19. COUNTY CODE (49-51)

20. E. G.
1 ☐ W 4 ☐ AI & AN
2 ☐ B 5 ☐ AS - PAC. IS.
3 ☐ H 6 ☐ INA
(52)

21. Dbt. Emp Exp. Date (53)

22. REGISTRATION DATE
MO DAY YEAR
(54 57)

23. VETERAN OTHER ELIGIBLE
0 ☐ NON VET OR NON ELIGIBLE PERSON
1 ☐ SERVICE BETWEEN 8/4/64 & 5/8/75
2 ☐ SERVICE OTHER
3 ☐ ELIGIBLE PERSON
(58)

24. DISL. WKR
0 ☐ 5 ☐
1 ☐ 6 ☐
2 ☐ 7 ☐
3 ☐ 8 ☐
4 ☐ 9 ☐
(59)

25. FAMILY DATA
SIZE
$____
ECON DISADV.
0 ☐ NO
1 ☐ YES
(60)

26. SFW/MIG
0 ☐ NO
1 ☐ SEAS FARM
2 ☐ MIG FARM
3 ☐ MIG FOOD PROC
(61)

27. REC. SEP. VET
0 ☐ NO
1 ☐ YES
(62)

28. WELFARE
1 ☐ NO
3 ☐ OTHER
(63)

29. ELIGIBLE CLAIMANT
0 ☐ NO 3 ☐ EB
1 ☐ STATE
2 ☐ OTHER
(64)

30. CLAIMANT
☐ JPG
☐ JPNG

31. SDA		32. CETA LOCATION	33. OFFICE NUMBER	34. STATION/ DESK	35.
			0		FED USE 1
(65)	(66)	(67-71)	(72-75)	(76-79)	(80)

MESC 2511 (Rev. 10-83)

APPLICATION CARD

PERRY PRINTING COMPANY

WHITMAN CENTER OCCUPATIONAL LAB

SELF-ANALYSIS CHART

Analyze your strong and weak points by marking yourself on each of the qualities listed below, marking yourself from 1 to 7 using the following scale:

7	6	5	4	3	2	1
Almost wholly lacking	Deficient	Below Average	Average	Above Average	Good	Nearly Perfect

No one will see this except you, so try to be very frank in evaluating yourself.

Physical Qualities

1. Physical vitality ____
2. General good health ____
3. Good posture ____
4. Pleasing facial expression ____
5. Personal neatness ____
6. Appropriate dress and pleasing appearance ____
7. Bodily control (sit quietly, absence of nervous mannerisms) ____

Mental Qualities

1. Quickness of thought ____
2. Imagination ____
3. Good memory ____
4. Selling experience ____
5. Concentration ____
6. Sound judgement ____
7. Resourcefulness ____
8. Ability to talk well ____
9. Organizing ability ____
10. Attention to details ____
11. Habits of punctuality ____
12. Ability to develop self ____
13. Fair-mindedness ____

Temperamental Qualities

1. Energy ____
2. Liking for your work ____
3. Courtesy ____
4. Tact ____
5. Truthfulness ____
6. Integrity ____
7. Loyalty ____
8. Enthusiasm ____
9. Industry ____
10. Self-control ____
11. Self-confidence ____
12. Stability ____
13. Courage ____
14. Ambition ____
15. Sincerity ____
16. Cheerfulness ____
17. Good business habits ____
18. Good personal habits ____
19. Poise ____
20. Helpfulness ____
21. Initiative ____
22. Willingness to accept suggestions ____
23. Persuasiveness ____

1. Which five qualities are you most happy with in yourself?

2. Look over your responses and note five qualities which you would like to improve.

3. Name two ways you can work to develop each of these.

WHITMAN CENTER OCCUPATIONAL LAB

DESCRIPTIVE SUMMARY

I. Self-Analysis

A. What kind of person are you? Check one - be honest about these traits; they are important in choosing the right career.

1. Can you start a conversation with a stranger?
   Yes _____ No _____ Unsure _____
2. Are you able to meet emergencies quickly and effectively?
   Yes _____ No _____ Unsure _____
3. Can you write a concise, well-organized report?
   Yes _____ No _____ Unsure _____
4. Make decisions immediately, not after considerable thought?
   Yes _____ No _____ Unsure _____
5. Are you slow-going and sure?
   Yes _____ No _____ Unsure _____
6. Do you prefer working alone to working with a team?
   Yes _____ No _____ Unsure _____
7. Remember names, faces, and incidents better than the average person?
   Yes _____ No _____ Unsure _____
8. Do you strive for perfection in your work?
   Yes _____ No _____ Unsure _____
9. Are you patient when explaining and teaching things to others?
   Yes _____ No _____ Unsure _____

B. Considering physical, mental, and tempermental qualities, list five or more qualities that you are most happy with in yourself.

______________________________ ______________________________
______________________________ ______________________________
______________________________ ______________________________

List five areas you are interested in improving on.

____
____

What do you know about your personal self that would effect the type of job you would do best? (Example: I like to work alone.)

____
____

II. Job Preference Activities

A. Show next your preference for different kinds of work or ways of doing things. Check one.

1. Deal with data _____
   Deal with people _____
   Deal with things _____

(Check one.)

2. Activities what produce tangible returns _____
   Activities that are enjoyed for their own sake _____
3. Definite salary _____
   Commission, profit sharing, etc. _____
4. Starting things on your own _____
   Being instructed in what to do _____
5. Changing activities _____
   Familiar routine _____
7. Present things in writing _____
   Present things verbally _____
8. Listening _____
   Telling _____
9. Work in a busy setting _____
   Work in a slower setting _____

B. Read the items below. Place an X on the line next to the three things that mean the most to you in a job. Circle the number of the one item that means the least to you.

1. _____ Salary received for work
2. _____ Steadiness and permanence of work
3. _____ Opportunity for promotion
4. _____ Courteous treatment from supervisors
5. _____ Opportunity to make use of all one's knowledge and experience
6. _____ Opportunity to ask questions and to consult about difficulties
7. _____ Clear cut expectations established by your superiors
8. _____ Certainty that one's work will be judged by fair standards
9. _____ Co-workers - congenial, competent and adequate in number

III. Career Goal

A. Have you considered, or are you planning to further your education beyond high school? _______ Please explain.

____

____

____

B. List any careers you have considered.

____________________ ____________________

____________________ ____________________

____________________ ____________________

student's personal job placement file is developed. The Placement Agreement, Student Profile, and Descriptive Analysis are immediately placed in the file labeled with the student's name and referral code. The placement specialist writes the student's name on the Student Contact Notes and places it in the file. The placement specialist interviews the student by following the questions on the Student Profile Supplement. Many of these questions would be illegal if this were an employment interview, however it is necessary to have this information in order to provide appropriate service and job referrals to the student. Some of the questions can be answered by observation. Obtaining the information for the Student Profile Supplement can be completed very smoothly in a non-threatening manner if handled with tact. For example, I never ask anyone their height or weight unless they are either extremely short or tall, or unless they are requesting a position which would require them to meet height or weight specification, i.e.; model or flight attendant. The personal comments are completed by the placement specialist following the interview.

The Job Goal Plan is always completed in duplicate and serves as a contract between the student and the placement specialist. The referral source is the school program the student is enrolled in, for instance HSC (High School Completion), GED (General Educational Development), etc. A job goal is identified and agreed upon. The placement specialist notes why the job goal is a good selection, the skills and traits the student possesses which will help the student get the job, any barriers the student needs to work on, and a positive comment on the student. If a mutually agreeable job goal can not be identified, the placement specialist would provide career counseling and exploration assistance. A Job Goal Plan is only written when a plan of action leading to employment can be agreed upon. It is recommeded that if the student indicated they had a disability or was a client of MRS, the placement specialist should consult with the MRS counselor regarding the student's Rehabilitation Plan. It is usually better to be consistent in job search efforts. If the student told the MRS counselor that they wanted to be a custodian but told you that they wanted to be a cook, the student needs some direction and both you and the MRS counselor need to be aware of this.

WHITMAN CENTER OCCUPATIONAL LAB

STUDENT CONTACT NOTES

Student Name ______________________________

Date	Notes

SJ:sj092182

WHITMAN CENTER OCCUPATIONAL LAB

STUDENT PROFILE SUPPLEMENT

Name ______________________________ Date ____________________

Age ______ Date of Birth ______________ U.S. Citizen: Yes _____ No _____

Race or Ethnic Background ____________________ Height _______ Weight _____

Status: (Check all that apply) Single, living with parents _______ Divorced _______

Single, self-supporting _______ Married _______ Widowed _______

No. of dependent children _______ List their ages: ____________________

Have you made arrangements for child care? _______ Can you work any shift? _________

Print the first name of everyone living with you, their occupations, and where employed.

NAME	OCCUPATION	WHERE EMPLOYED

Give the name, address, and relationship of someone through whom you can be reached in the event that you cannot be reached at your address or phone number:

Name ______________________________ Relationship ____________________

Address ______________________________________ Phone No. ______________

BARRIERS: Please check all that apply to you.

_____Limited English ability

_____Lack HS Diploma or GED

_____Reading and/or Math problem

_____Lack vocational skills

_____Lack work experience

_____Lack child care

_____Lack transportation

_____Lack housing

_____Harmful substances

_____Ex-offencer/Parolee

_____Restricted visa

_____Other (be specific) ____________________

Explain each item checked above:

____

____

____

____

Are you handicapped in Hearing? _______ Vision? _______ Speech? _______

Do you have any physical ailmants, deformities, temporary.or permanent injuries?________

If yes, please describe.________

Do you have Second Injury Fund Certification?_____If yes, which disability?________

Are you dependent on prescribed medication for daily living?________

Have you ever received Worker's Compensation?_____If yes, please explain:________

____

If you are not employed, what means of support do you have?________

Are you getting assistance from any other private or governmental agency?________

If yes, describe:________

GOALS:

Do you plan to go to college or trade school?_____If yes, when?________

Where?________Part-time______Full-time________

Are you in the Occupational Lab Course?________

What do you hope to learn in the course?________

____

What things have you done, or are important to you, which made or make you happy?________

____

Long-term Career Goal:________

PERSONAL COMMENTS:

Appearance:________

____

Attitude:________

____

Employability:________

____

SJ:jp051983

WHITMAN CENTER OCCUPATIONAL LAB

JOB GOAL ATTAINMENT PLAN

Name: ______________________________ Referral Source: ______________________

Job Goal: __________________________________ Date: ______________________

This job goal was selected based on: (Check all that apply)

- _____ Testing results
- _____ Job availability
- _____ Vocational Counseling
- _____ Physical limitations
- _____ Potential to return to former area of employment
- _____ Your interest
- _____ Work experience
- _____ Job compatible with disability
- _____ Need for a job change
- _____ Previous training

Special aptitudes or skills: ____

Job modifications or accommodations necessary: ______________________________

Comments: ____

Geographic Preference: ______________________________

Available to work:	MON	TUE	WED	THU	FRI	SAT	SUN	TOTAL
Write in hours -								

Salary amount necessary per week: __________ Anticipated starting salary: __________

______________ x ______________ = ______________
(Hours available per week) (Anticipated starting salary) (Maximum anticipated salary/wk)

Additional responsibilities of student or Job Placement Advisor: ______________________

Review of your job plan is scheduled as follows: ______________________

Review of your progress will be made by: Job Placement Advisor Contacts _____; Student contacts _____; Teachers reports _____; Other _____(Specify) ______________

*****Target date for completion of plan: ______________*****

I have agreed to the items outlined on the JOB GOAL ATTAINMENT PLAN and the JOB PLACEMENT AGREEMENT and have received a copy of each for my records.

Student Signature ______________________________ Date ______________

Job Placement Advisor Signature ______________________ Date ______________

SJ:sj101182

Places that can assist you with job placement.

You may be eligible for job placement from a variety of places. If you are, you should apply at as many of these as possible so that you have the best chance of getting a job.

	Name/Location	Eligibility
☐	MESC, 8 Mile and Grand River Job Service Office	Everyone can apply
☐	Whitman Center, Livonia Adult Education, 32235 W. Chicago	All registered students apply in Occupational Lab
☐	Livonia Youth Employment, Livonia School Board Office Farmington at 5 Mile	Anyone living in the Livonia school district between 14 & 21 years old
☐	Michigan Rehabilitation Services 2nd St., Wayne; 722-7431	Serves anyone with a mental or physical disability. Call first.
☐	Growth Works, Main St. Plymouth, MI	Serves economically disadvantaged youth from 16 to 21 years of age.
☐	Civil Service, Livonia City Hall, 5 Mile, Livonia	Serves everyone, only for federal, state, or local government funded jobs.
☐	Livonia Career Center Newburgh and Joy Rd., Livonia	Serves their graduates one year following graduation
☐	Schoolcraft Community College Career Planning and Placement Haggerty Rd., Livonia	Serves anyone who ever took a course at Schoolcraft, must have a student number.
☐	Wayne County Cooperative Extension Venoy Road, Wayne	Serves economically disadvantaged youth age 16 to 21 and disabled youth, must live in Wayne County not Dearborn, Livonia, Detroit, or Taylor
☐	Job Training Partnership Act Henry Ruff, Westland	Serves disabled or economically disadvantaged people living in Wayne County, not Detroit or Downriver.

☐ Networking - check with your friends, relatives, neighbors, unions, acquaintances, and business people to see if they know about jobs.

WHITMAN CENTER OCCUPATIONAL LAB

JOB SEARCH METHODS

Job leads are contacts that may signal an opportunity for employment. A successful job search requires that you act on as many job leads as you can. The more contacts you make with people, the more chances you have for employment.

1 MARKET SURVEY

Using the Yellow Pages of your local phone book, make a list of all employers who might hire someone with your interests. Phone and ask the person in charge if you could visit. Rather than presenting yourself as a job seeker, you could say something like, "I am really interested in working with children (cars or whatever) when I finish school. I would like to find out all that I can about jobs in this field. Could you tell me about the work that is done here, or how a person like myself could get started in this field?" This method allows the prospective employer to talk about their work and give advise to an interested listener. They may remember your interest when there is a job opening.

2 NETWORKING

Many jobs are never advertised. Tell your friends, relatives, acquaintances, or business people you see that you want a job. They may know of an opening.

3 MICHIGAN EMPLOYMENT SECURITY COMMISSION

Look in your phone book and call your state employment office (MESC), Job Service section. They have career information, job hunting tips, and job openings.

4 UNITED STATES CIVIL SERVICE EMPLOYMENT OFFICE

Look in your phone book for the nearest United States Federal, State, and Local Civil Service Employment Office. Ask what United States government jobs are available, then match your qualifications to the jobs that are available. Civil Service employment may require you to take an exam before hire.

5 PRIVATE EMPLOYMENT AGENCIES

Look in the Yellow Pages and list the private employment agencies. Contact them for a screening of interview and leave your resume. You may have to pay for their service if they find a job for you. Many want ads are placed with employment agencies rather than in newspapers.

6 EMPLOYMENT AGENCIES FOR TEMPORARY WORK

Look in the Yellow Pages for agencies that specialize in temporary work. You may want a temporary job in order to get experience and a lead for a permanent job. Some jobs last from a few hours to several months. Many employers need extra help during rush seasons, inventories, special projects, vacations, or leaves.

7 INDUSTRIAL AND CRAFT UNIONS - APPRENTICESHIP PROGRAMS

Industrial and craft unions (auto workers, plumbers, carpenters) have offices located in various cities. Check your local phone book for their addresses and phone numbers. Inquire about apprenticeship programs through the Department of Labor and the MOIS service.

8 ASSOCIATIONS

Your local library will have a list of established professional associations (dental, business, medical, technical, agricultural, engineering, and law). Information from these specialized associations can help you make important decisions about the training and education necessary for a specific job. They are also important sources of immediate job availability because they publish informational magazines that include employment classified ads.

9 YOUR OWN JOB SEARCH

As you are getting others to look for jobs for you, you will want to be working on your own. Research the Yellow Pages and make a list of all those businesses you want to contact. Phone at least 10 places of employment daily inquiring about openings. Also, go directly to the employment office or to the owner or manager of a small business. Check want ads daily.

10 JOB TRAINING PARTNERSHIP ACT (JTPA)

The Job Training Partnership Act (JTPA) is a program of the federal government aimed at increasing employment. Some programs are available through Out-Wayne County offices.

Additional student responsibilities may be written on the Job Goal Plan. These may include a resume, weekly checking for job openings, keeping a written record of job search activities, completion of a training program, or any other item which would be beneficial to the student in acheiving the job goal. A copy of the Job Goal Plan is given to the student so that they may refer to it while searching for a job.

The placement referral sheet is reviewed and the programs which the student may be eligible for, are marked. The student is encouraged to follow through on all of the free placement services available to them. Both this and the Job Search Methods are given to the student and the interview is concluded.

When a job order is taken, the placement specialist searches the 2511 file for corresponding D.O.T. codes. This way the placement specialist need search through only a few files rather than through all the files. This system could easily be replicated by substituting index cards for 2511s. Appropriate students are identified, contacted, and referral cards are given to them.

A Job Placement/Follow-Up Record is completed by the placement specialist when a student is hired. It is then filed in the call-back book follow-up. The student's placement file is marked "Placed" and the 2511 is filed with 2511's of other placed students.

Job Follow-Up

The placement specialist should cintact the student for an update of their employment status, job performance, and retention at least the third and thirtieth day after hire. This corresponds to JTPA requirements. Other follow-up may be desired. A call or visit to the employment site may assist in the alleviation of job probles and development of future jobs with the company. When follow-up is completed, the Job Record is filed alphabetically by the student's last name in a job records book.

WHITMAN CENTER OCCUPATIONAL LAB

JOB PLACEMENT/FOLLOW-UP RECORD

Student Name ______________________ Referral Source ____________

Address ______________________

City, Zip ______________ MI ______ Phone No. ____________

Starting Date: ____________

Name of Firm: ______________________ Phone No. ____________

Address ______________________ Contact Person ____________

City, Zip ______________ MI ______ Title ____________

Job Site Address ______________________ Supervisor ____________

City, Zip ______________________ Phone No. ____________

Job Title ______________________ DOT # ____________

Description ____

Job Type: _____ Temp-pt _____ Temp-ft _____ Perm-pt _____ Perm-ft

Days: M T W T F S SU FLEX Hours: ________ Hours/wk _____ Wage ______

Benefits: H - health S - sick V - vacation D - dental E - eye O - other None

Comments: ____

FOLLOW-UP

3rd Day ____

30 Day ____

Comments:

SJ:sj101182

____
Job Placement Advisor

WHITMAN CENTER OCCUPATIONAL LAB

Job Placement Advisor - Weekly Report

Week of _____ to _____, 19___

STUDENTS SERVED

	M	T	W	T	F	Weekly Total	Total Forward	Acc. Total
Job Plans Developed								
Job Referrals Given								
Updates & Follow-Ups								
Other: intake, initial interview, internship, etc.								

Total # of students served ____________________

JOB DEVELOPMENT

	M	T	W	T	F	Weekly Total	Total Forward	Acc. Total
Phone Contacts								
Appointments (made/kept)								
Job Orders Received								

Total # of employer contacts ____________________

JOB PLACEMENTS

	Day/Date	Student	Employer
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

	Weekly Total	Total Forward	Acc. Total
Total # job placements			

SJ:sj100582

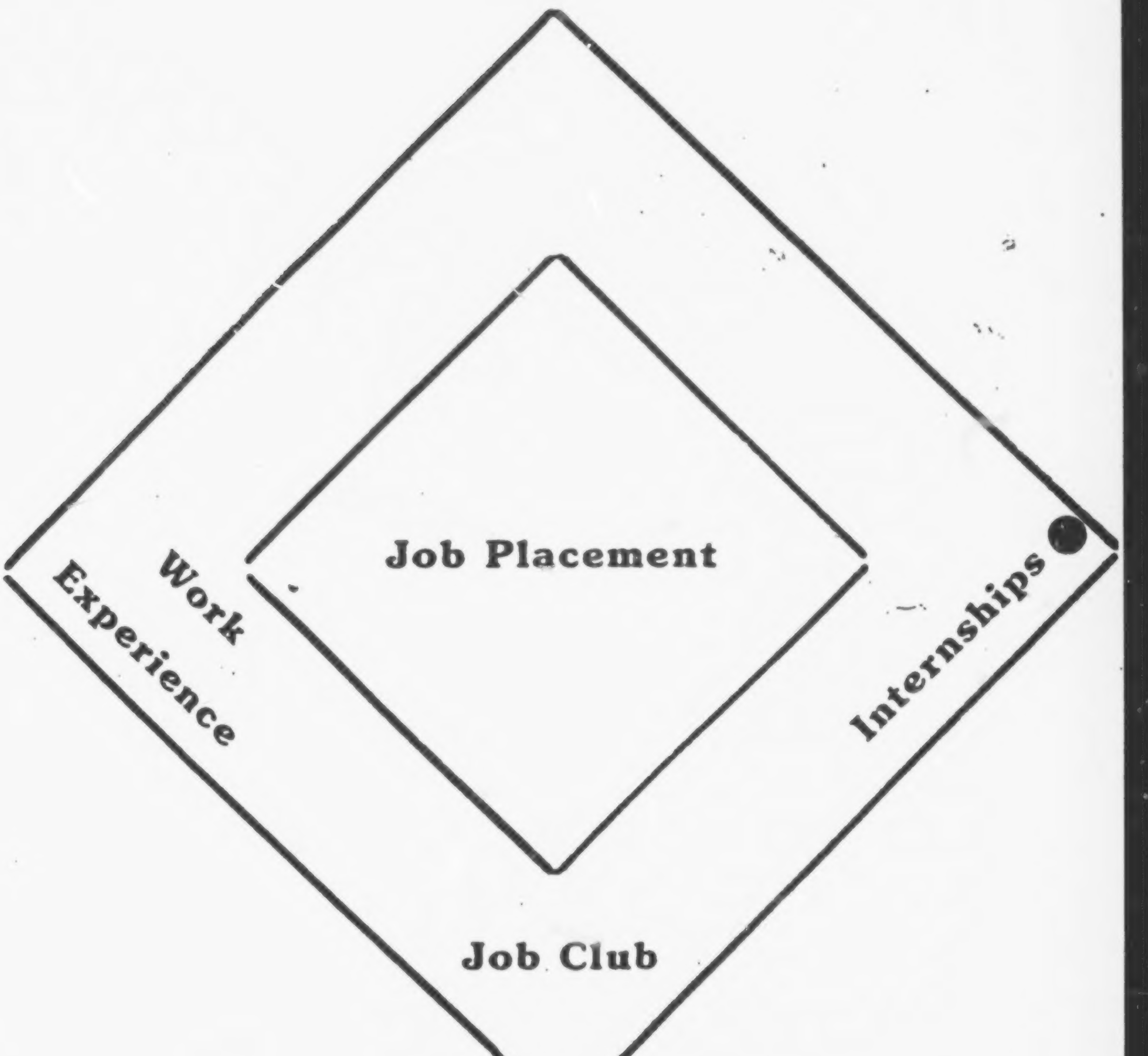
____
Job Development & Placement Advisor

Statistics

The placement specialist should record the services provided. I have included a copy of the statistical record kept by the placement specialist at Whitman Center. The form you develop for your career center should reflect the job responsibilities of the person completing the form. It is important to track as much of the person's job as possible. If only a few things are noted, the person may begin to feel as though they aren't accomplishing much when actually they are doing many things but failing to take credit for them.

In summation, as you develop your placement component consider your resources and the needs of your students. I encourage you to start small and provide high quality services. This will help you to build a reputation for integrity and excellence.

Placement Module


Job Placement
Work Experience
Internships
Job Club

Judy Sternbe

CHAPTER VII - EVALUATION

The evaluation process provides accountability and sets forth areas for improvement. It assists in establishing credibility for the career center and can be helpful in continuing and increasing administrative, staff, student, and community support.

In analyzing your efforts you should consider both formative and summative evaluation.

Formative Evaluation - measures program and process in the formative phases. Formative Evaluation speaks to the question: How can I improve what I'm doing?

Summative Evaluation - at the conclusion of the program, summarizes and assesses the outcome. Summative Evaluation asks the question: What are the results?

In determining the effectiveness of process and program you will want to examine the following areas:

Personnel
Materials
Facilities
Equipment
Activities
Usage
Community reaction
Staff and student response

The following questions will serve as a guide in evaluating your efforts. Keep in mind, the evaluative questions will vary from center to center depending in career center goals.

SUGGESTED EVALUATION QUESTIONS

Facilities	* Are the environmental conditions (room temperature, ventilation, seating arrangements, etc.) favorable to promoting good learning?
	* Is the existing space adequate in size, location, and configuration?
Personnel	* Is the center adequately staffed to meet client needs?
	* How helpful are center staff in assisting clients?
	* Is staff time allocated so that services can be provided in an effective and efficient way?
Materials	* Does the center contain a variety of career information resources?
	* What materials are used most frequently by center clients?
	* How many career materials does the center contain?
	* Are the materials readily accessible to clients?
Equipment	* What types of equipment does the center have?
	* Is there sufficient equipment to meet client demands?
	* Is the equipment in good working order?
	* What equipment is most/least often used?

Programs and Activities	* What programs, services, and/or activities do center clients find most useful? * How many and what types of programs, services, and activities were initiated by the center? * How were the programs and activities received by the target audiences?
Center Use	* How many clients visited the career resource center? * How many clients visited the center more than once-how often? * How many center services were performed outside the center facility? * What proportion of the population for whom the center is designed utilized the center?
Impact on Users	* What client-centered objectives were met through career resource center utilization? * Were the client's career development awareness and skills increased? * Have more teachers incorporated career development activities or information into their instruction as a result of the career resource center?
Funds	* Are the funds available used in a cost effective manner? * Are the funds sufficient for effective delivery of needed services?
Community Awareness and Support	* What is the level of community awareness of the center's objectives, activities, and availability? * Is there general support by community leadership for the operation of the center?

A sample evaluation could include some of the following inquiries:

How many times have you visited the career resource center because it was required of you.

Have you received an orientation to the center?

How many times have you used the center to learn more about yourself?

How many times have you used the center to explore educational opportunities beyond high school?

How many times have you used the center to explore occupations?

How often have you participated in career resource center programs or activities?

How often have you received assistance from career center staff?

When you first came to the center, you were interested in

a. information about a specific career
b. information about careers in general
c. information about educational opportunities
d. information related to yourself
e. other (please specify)______________________________________
____

Please react to the following statements by circling A - ? - D to indicate your agreement, lack of opinion, or disagreement with the statement.

	AGREE	NO OPINION	DISAGREE
a. The career resource center provides current and up-to-date information.	A	?	D
b. The career resource center has helped me in making or confirming a career decision.	A	?	D
c. The staff members were knowledgeable concerning other services that might help me in making a career decision.	A	?	D
d. I found the career resource center to be very comfortable and relaxed place.	A	?	D
e. I found the information I wanted at the career resource center.	A	?	D
f. The staff members did not seem to be very interested in providing students with assistance.	A	?	D

	AGREE	NO OPINION	DISAGREE
g. The type of information provided by the career resource center appears to be very helpful to students making career decisions.	A	?	D

Please comment on the career center, offering suggestions on any additional resources or services you feel should be available in the career resource center.______________________________

____

____

____

____

These steps should assist you in organizing your own evaluation guidelines.

1. Identify the objectives, activities, and resources to be evaluated.
2. Design procedures you plan to use in collecting data.
3. Develop instruments for collecting data.
4. Organize and interpret information collected.
5. Share results with appropriate audience.
6. Utilize data to generate center improvement.

Data collection can also be helpful in ascertaining the effectiveness of your program. A sign-in log provides an easy approach to tracking center usage. Specific programming and/or career center products (seminars, workshops, newsletters, etc.) readily lend themselves to specific evaluations. We used the following data cards in our assessment of the first years objectives. Each student utilizing career center services filled one out, thereby sharing with us their views. We recorded repeat visits by the client on the same card. This proved an efficient, cost effective approach to data collection.

SAMPLE

WHITMAN CAREER INFORMATION CENTER INTAKE

Date________________________

Name____________________Soc. Sec. No.______________________________

Address____________________Phone No.________________________________

City________________MI, Zip_______________________Sex___M ___F___

Marital Status_____________Date of Birth___________________________

Age________________Last Grade Completed_____________________________

Race_____________No. of Dependent Children__________________________

Present Employment Status:____

Occupational Goal:____

Referral Source___________________

1. Why did you come to the center?____________________________________

   ____

2. Did you receive prompt, pleasant service? Yes____No________________
   If not, please explain____

   ____

3. What services of the center did you use today?

   reference counseling workshops

   Interest Survey MOIS others

4. Was your purpose fulfilled?______________________________________

   ____

5. Do you plan to come back again?___________________________________

   ____

6. How may we serve you better?______________________________________

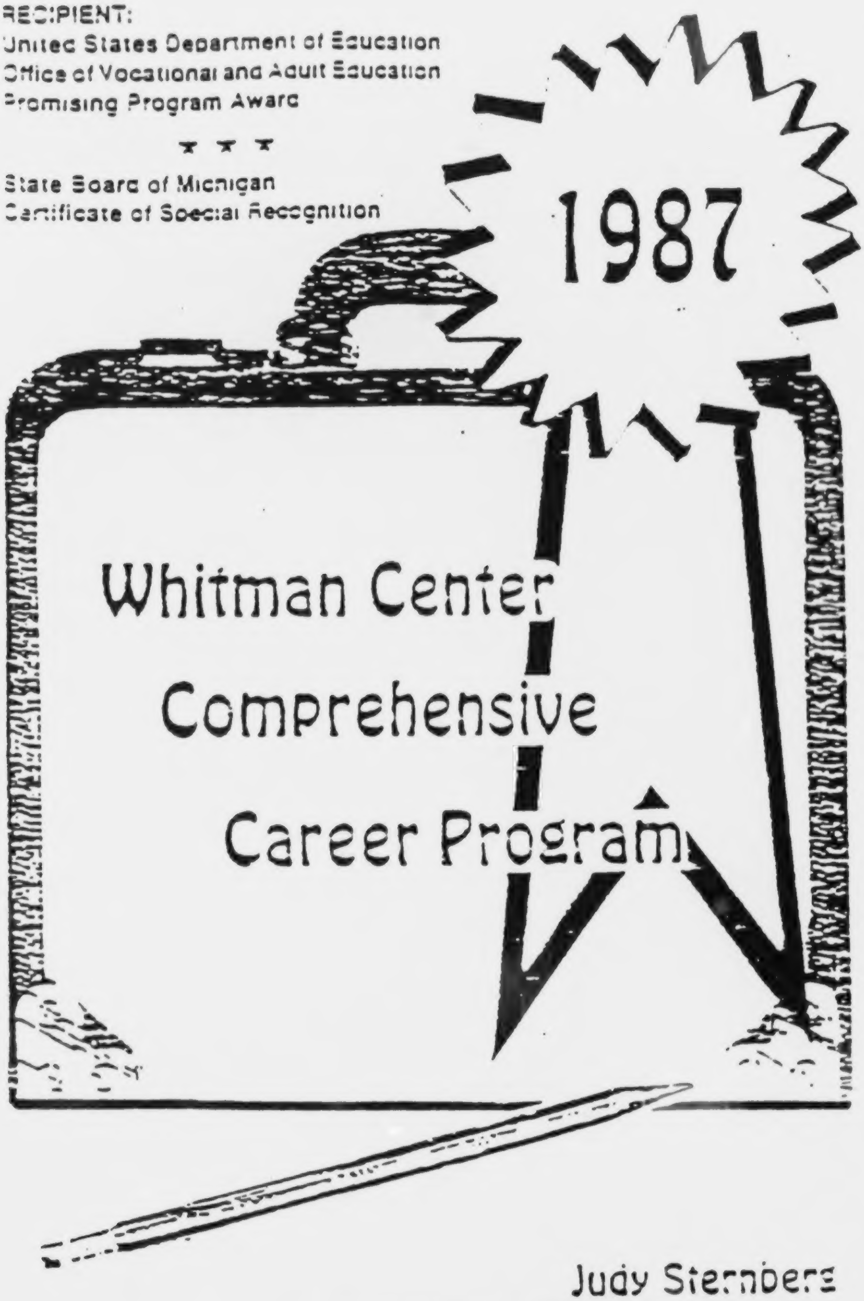
   ____

APPENDIX

RECIPIENT:
United States Department of Education
Office of Vocational and Adult Education
Promising Program Award

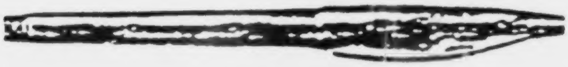
* * *

State Board of Michigan
Certificate of Special Recognition



Whitman Center Comprehensive Career Program

Judy Sternberg



Career Assessment

Aptitude Measurements: Measures potential for success and matches to job titles.

DAT	DIFFERENTIAL APTITUDE TEST - Computer scored and correlated with a career planning component, easily given to small groups.
GATB	GENERAL APTITUDE TEST BATTERY - Developed by the Department of Labor and promoted by MESC (Michigan Employment Security Commission), this test is best given to groups of 10 to 15. Features a board-measured fine motor, mechanical aptitude test.
ASVAB	ARMED SERVICES VOCATIONAL APTITUDE TEST BATTERY - This test is given on our site by special arrangement with the appropriate military personnel.
Apticom	This totally computerized aptitude measurement can be given to one person at a time and completed, with scoring, in just one hour. Features correlations with an interest survey. Is fun to do and needs NO paper or pencil.

Performance Based Evaluation:

MVE	MOBILE VOCATIONAL EVALUATION - With this comprehensive system we are able to measure a person's physical capabilities and frustration tolerance levels, also following directions, fine and gross motor skills and other related traits. Correlates with the DOT (Directory of Occupational Titles) codes, GED (General Educational Development), and SVP (Specific Vocational Preparation) codes.

Business/Office Readiness Testing

This computerized office skills assessment provides a concise performance readout for use when evaluating skills and performance. There are 15 exams included.

Career Assessment

Interest Surveys: Match personal preferences to job titles.

MOIS	MICHIGAN OCCUPATIONAL INFORMATION SYSTEM - This computerized interest survey matches clients with appropriate job titles, can be done individually or in small groups, easily adapts to disabilities, can be done for present or future goal setting. Provides extensive career information. Updated annually.
WRIOT	WIDE RANGE INTEREST OPINION TEST - A comprehensive interest measurement test for non-readers.
CDM	Harrington O'Shea Career Decision Making System - Easy and fun paper and pencil measure. Provides the student with an easy-to-read informative chart for planning their steps toward career goal achievement.
Holland Self-Directed Search	A paper/pencil tool which groups interests into combinations from six occupational catagories, realistic, investigative, artistic, social, enterprising, and conventional. It is correlated with the DOT codes.
CAI	CAREER ASSESSMENT INVENTORY - A simple measure of preferences, computer scored with easy-to-read print out. Takes 1 hour.

Task-Skill Matching:

MODAS	MICHIGAN OCCUPATIONAL DATA ANALYSIS SYSTEM - A state-of-the-art computerized system which can match clients to similar occupations based on their present skills. Is presently being promoted in industry i.e., Ford Motor Company, General Motors, etc.

Career Assessment

Career Counseling: Experienced advisors are available to individuals by appointment.

Career Exploration:

MOIS	MICHIGAN OCCUPATIONAL INFORMATION SYSTEM - Annually updated by the Michigan Department of Education, this system provides the latest in career information on approximately 1400 occupations taking place in Michigan. It correlates with specific training information and DOT codes and is available on interactive computer system and microfiche.
MODAS	MICHIGAN OCCUPATIONAL DATA ANALYSIS SYSTEM - A highly correlated program. MODAS integrates information from many sources to provide direction to individuals who are changing careers. This system is counselor assisted.
Library	The Occupational Lab contains a wealth of materials on career preparation that include books, pamphlets, microfiche, and computerized systems. We highlight the Chronicle Guidance publications for thorough, specific occupational reading, and "Vocational Biographies" for career information for people with reading difficulties.

Career Classes: Our career courses are 60 hours of instruction by a certified teacher. They are available free of charge to GED recipients, non-high school graduates, and graduates under the age of 20. Anyone may take a course for a nominal fee.

Career Planning

This class is designed to assist people in career exploration and decision making. It includes an assessment component.

Employability Skills

The fundamentals of job finding are covered in this class. Topics include resume writing, cover letter, applications, interviewing and other employment essentials.

Livonia Public Schools Serving portions of Livonia and Westland

CAREER ASSESSMENT TESTING AND CAREER SERVICES COST SHEET

Whitman Center Adult Education
Livonia, Michigan

APTITUDE MEASUREMENTS: Measures potential for success and matches to job titles.

Apticom	$30 - Combines aptitude with interests to give job titles.
DAT	We prefer to give this test to groups, mobile. $75 for the first person (add $5 for each additional person up to nine.) $133 for a group of ten (add $5 for each additional person.)
GATB	Free to a minimum group of ten at our site.

PERFORMANCE BASED EVALUATION:

MVE	We prefer to give this test to groups, mobile. $80 for the first person (add $15 for each additional person up to nine.) $233 for a group of ten (add $15 for each additional person up to twenty.)
Business/ Office Readiness	$20 per person, given individually by appointment.

INTEREST SURVEYS: Match personal preference (interests) to job titles.

MOIS	Free to individuals or groups by appointment.
WROIT	$16 for the first person (add $3 for each additional up to five.)
COM	$10 for the first person ($2 for each additional person.)
Holland Self-Directed Search	Price upon request.
CAI	Priced on request only.
MODAS	We prefer to offer this to groups, mobile. 24-48 hrs for scoring. $80 for first person (add $25 for each person up to nine.)

Career Preparation:

ETE "EXCELLENCE IN TRAINING AND EMPLOYMENT" - A video tape seminar done by Lou Tice, former educator and founder of the Pacific Institute, this ten part series will help to build self confidence, create positive attitudes, increase motivation, and overcoming rejection.

The Micro Art of Interviewing

This computerized teaching aide demonstrates the kind of stress-overload one can expect in an interview. It contains five parts including a sample interview, the four stages of interviewing, skill identification, interview stress, and resume writing. Participants completing this program will gain interview practice and attain a resume.

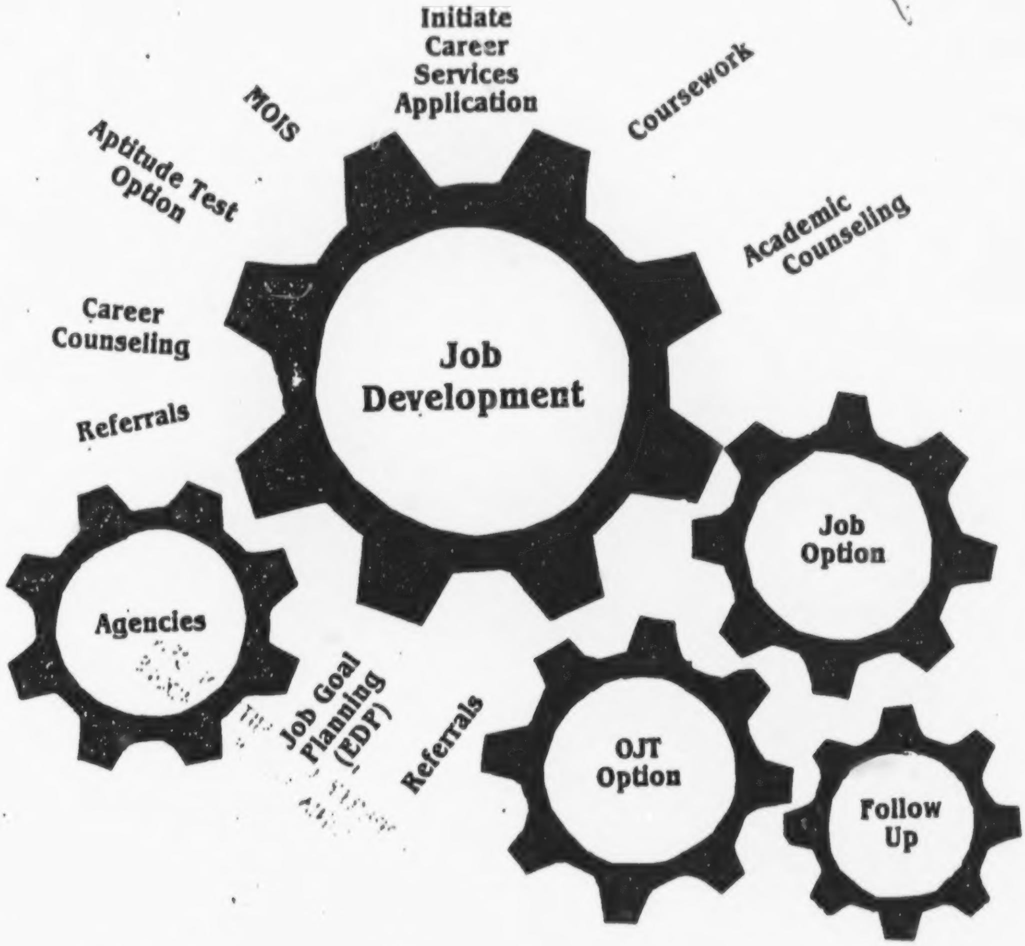
Employability Skills for Individuals

In addition to classroom instruction and individual career counseling, we also offer an 18 part audio/visual series for career preparation. Ideal for people with reading difficulties, this series will "walk through" the elements involved in career attainment. It includes such topics as self understanding, taking employment tests, wages, deductions, unions, money management, and many others.

Specialized Programming:

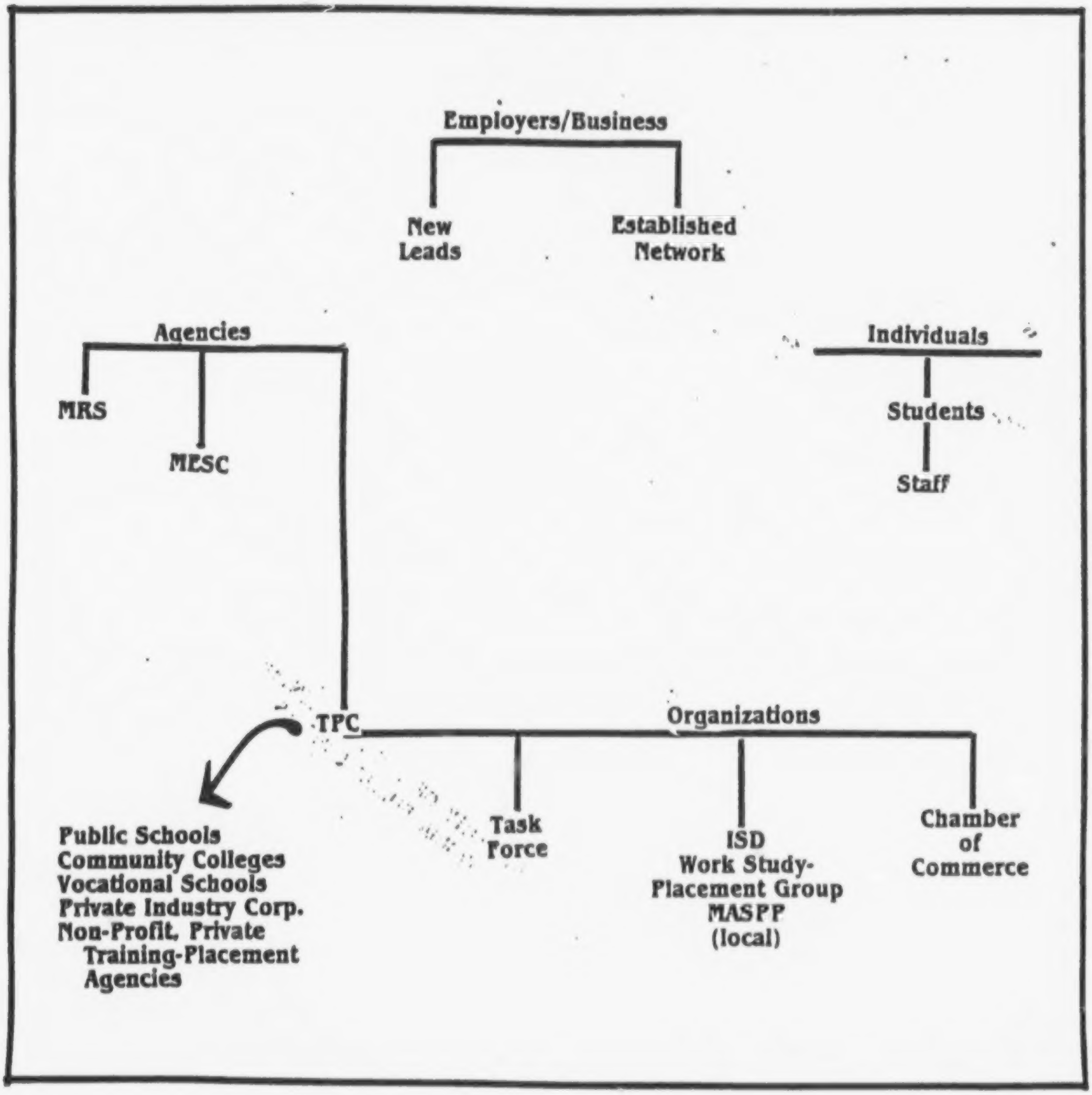
We can design a career program to meet your specific needs. We have experience in designing specialized programs for economic development and federal training funds.

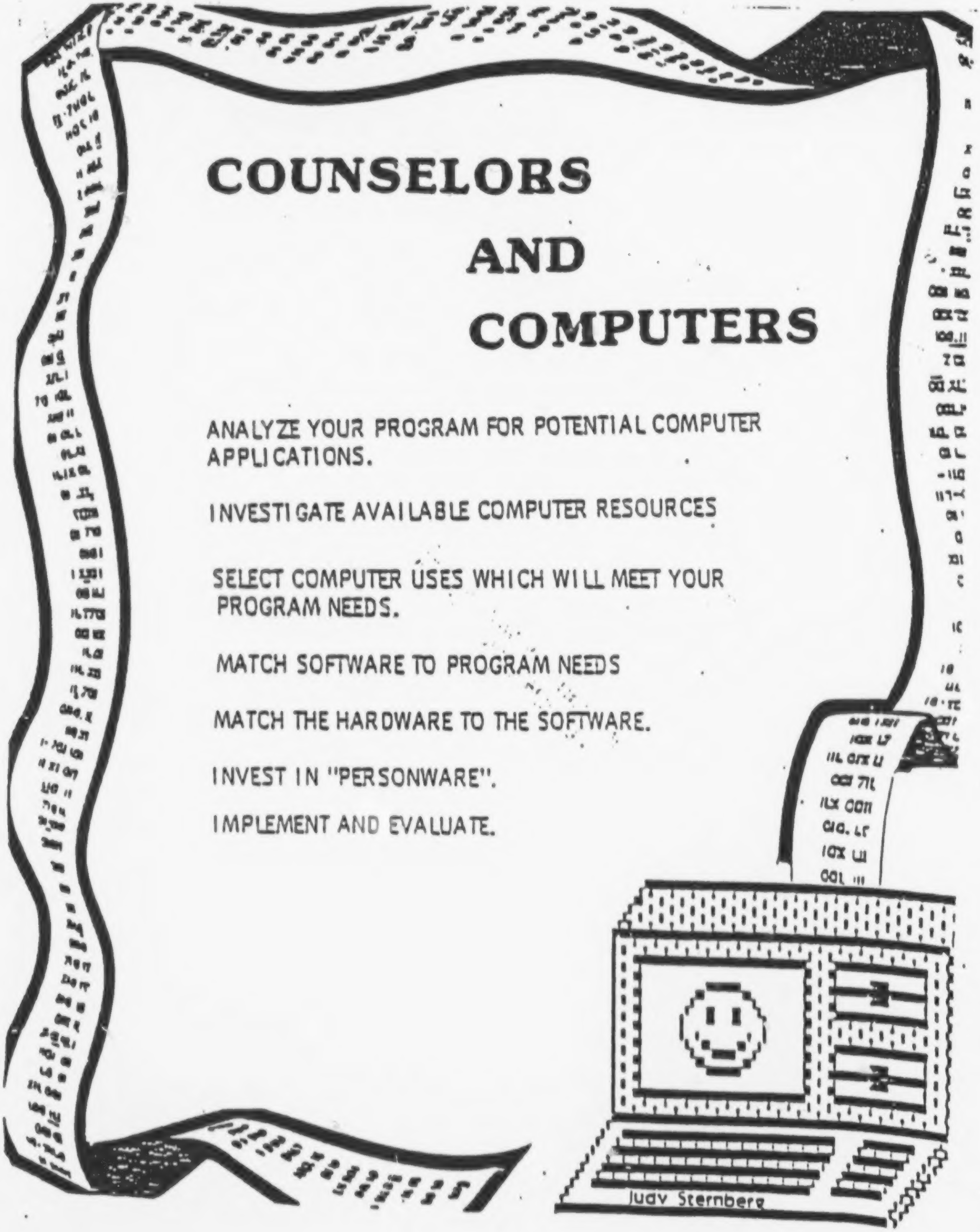
Placement Process


Initiate Career Services Application
MOIS
Coursework
Aptitude Test Option
Academic Counseling
Career Counseling
Job Development
Referrals
Job Option
Agencies
Job Goal Planning (EDP)
Referrals
OJT Option
Follow Up

Career Services - Geared to work like a fine tuned machine.

Placement Network


Employers/Business
New Leads
Established Network
Agencies
MRS
MESC
Individuals
Students
Staff
TPC
Organizations
Task Force
ISD Work Study-Placement Group MASPP (local)
Chamber of Commerce
Public Schools
Community Colleges
Vocational Schools
Private Industry Corp.
Non-Profit, Private Training-Placement Agencies



COUNSELORS AND COMPUTERS

ANALYZE YOUR PROGRAM FOR POTENTIAL COMPUTER APPLICATIONS.

INVESTIGATE AVAILABLE COMPUTER RESOURCES

SELECT COMPUTER USES WHICH WILL MEET YOUR PROGRAM NEEDS.

MATCH SOFTWARE TO PROGRAM NEEDS

MATCH THE HARDWARE TO THE SOFTWARE.

INVEST IN "PERSONWARE".

IMPLEMENT AND EVALUATE.

You are personally invited to . . .

participate in a program so unique, so exciting, it is being talked about around the state.

The **Occupational Lab** at Whitman Center invites you to come and participate in an *enlightening, personal approach* to careers.

You may want:

Evaluation Services

- ☐ Aptitude testing - measures potential for success and matches to job titles
- ☐ Interest testing - matches personal preferences to job titles
- ☐ Performance based evaluation - measures skills
- ☐ Task/skill matching - matches previous experiences to new job titles
- ☐ Career Guidance
- ☐ Personal Growth course - Exciting class for expanding self awareness.

Career Information

- ☐ MOIS - information on 1600 occupations and their specialties in Michigan
- ☐ MODAS - information on skills training needed for 600 occupations
- ☐ Resource library - books, periodicals, articles, and pamphlets on a variety of career topics.
- ☐ Career Planning course - helps with decision making and exploring careers.

Career Preparation

- ☐ "Excellence in Employment and Training" - a terrific program to help with life skills and employment.
- ☐ Computerized resume writing and interviewing programs
- ☐ Job hunting "how - to's"
- ☐ Resource information
- ☐ Counseling
- ☐ Employability Skills course - fundamentals of job hunting, resume writing, the art of interviewing, etc.

Job Placement

- ☐ Job search assistance
- ☐ Job referrals, leads, and tips

Visit the Occupational Lab Room 15
Whitman Center
32235 West Chicago
Livonia, MI. 48150

RSVP 523-9358 or 523-9359
Monday thru Friday 8 AM - 4 PM
Open Monday & Tuesday evenings
until 8 PM

Marketing Career Packages

1 **M.R.S.**

APTICOM OR MVE AND MOIS

2 **Employer Apprenticeship Pre-Screening**

BOTEL GATES MCGINTIE

SATB INTERVIEW BRIGANCE

3 **D.S.S.**

TABE APTICOM TICE MOIS

DUKANE DAT CHOICE

WRIOT CDM RESUMES

4 **P.I.C.**

PRESCRIPTIVE TESTING

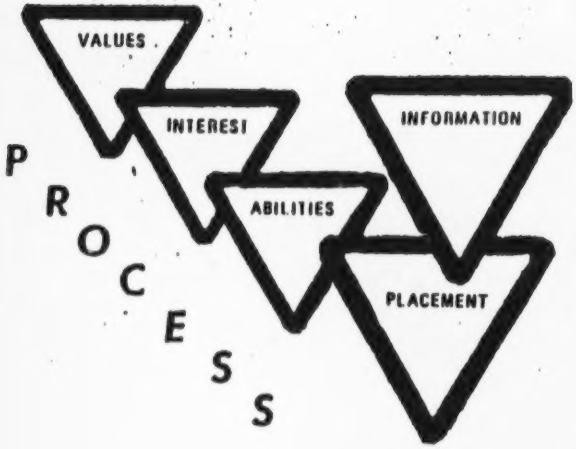
5 **Employer Training**

KEYBOARDING

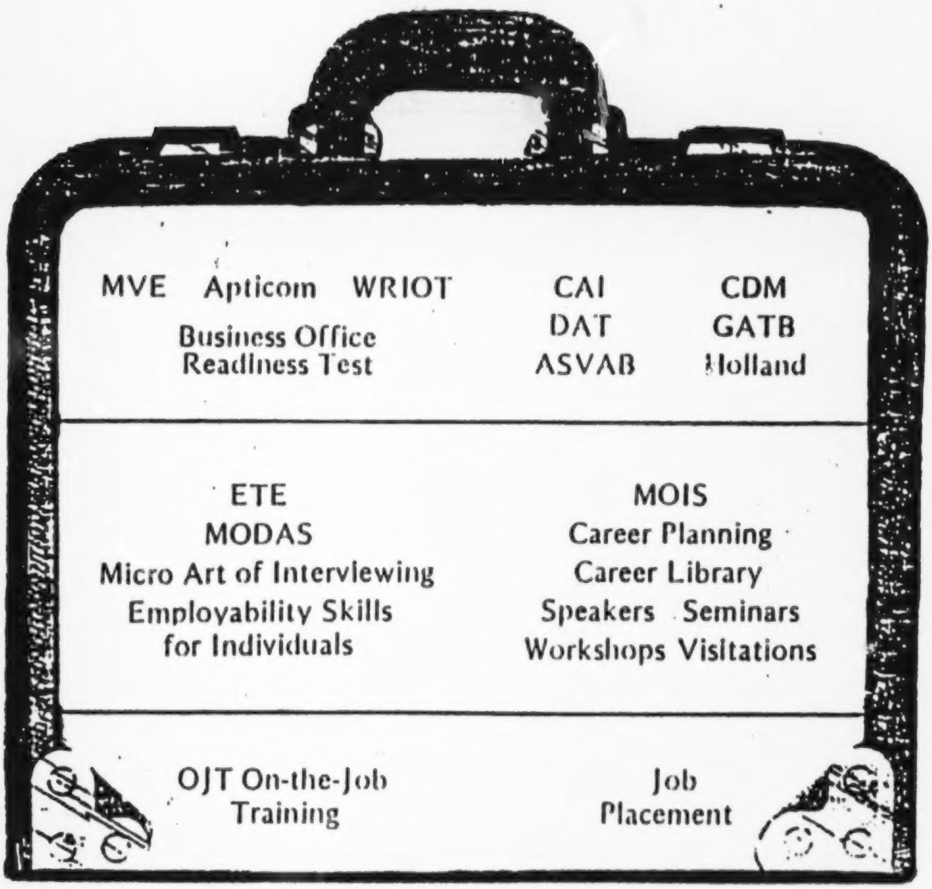
JUDY STERNBERG

- Orient staff and students to new facility.
- Develop a career class or workshop series.
- Conduct school survey to determine occupational choices and generate career interest.
- Take inventory, then organize and consolidate your school's career resources.
- Create a visible central area to become identified as your career component.
- Staff with volunteers, student assistants, co-ops, and rotational shift of counseling staff, co-op coordinator and others.
- Inquire about Michigan Occupational Information System at your ISD.
- Create your own career materials.
- Clip career articles from newspapers for reference "books."
- Send mailing for free and inexpensive materials.
- Ask military to build a military corner.
- Write colleges and vocational schools for catalogs.
- Order career movies and film strips.
- Invite speakers, have seminars, and workshops.
- Try college fair — coordinate with local schools.
- Provide materials to staff and students.
- Enlist aid of your local newspaper to get the word out.
- Develop and distribute a PR flyer.
- Invite a local department store in for program on career dressing.
- Provide staff to conduct workshops on resumes, interviewing, etc.
- Develop a career bulletin board — poster, or display case.
- Post want-ads, job leads and tips.
- Contact MESC for materials, services, and resource sharing.
- Organize a field trip to a workplace.
- Help teachers infuse career activities into classroom.
- Have a career center newsletter.
- Use your PA to announce activities.
- Track center usage by a sign in directory.
- Display free civil service information.
- Coordinate job training activities with career center.
- Obtain career software for school computers.

Free Ideas


VALUES
INTEREST
ABILITIES
INFORMATION
PLACEMENT

PROCESS PROGRAM



MVE Apticom WRIOT

Business Office Readiness Test

CAI
DAT
ASVAB

CDM
GATB
Holland

ETE
MODAS
Micro Art of Interviewing
Employability Skills for Individuals

MOIS
Career Planning
Career Library
Speakers Seminars
Workshops Visitations

OJT On-the-Job Training

Job Placement

Employability Skills Activities

Testing day in Career Center (large groups, basic skill testing, interest testing, and/or aptitude testing

Sign on school's or agency's marquee announcing Career Development Week

Career choices workshop for the community (use GIS, CVIS, DISCOVER, SIGI or a state computerized occupational information system; run a printout; distribute or send results to participants

Open house in agency/career center

Library book display

Video-film showing on job-hunting/careers

Counselor's Corner--computer set up in hall or public place to run a quick interest search

Coupons in student newspaper for free testing

Free career handouts

Fortune cookies distributed in cafeteria (message inside: "Be a smart cookie; visit the Career Planning and Placement Center during National Career Development Week")

Essay contest for adults--"What motivates me to reenter school", "Why am I pursuing vocational training, G.E.D., etc."; publish essays in a pamphlet for high school counselors to share with high school students

Poster contest for adults in conjunction with school art departments: use work done to display during Career Development Week

Resume-writing promotion and workshop (promotion: "This is the week to write your resume.")

Informational interviewing for adults--provide a handout to explain the activity and give directions; encourage the activity in job clubs, classes. refer adults to community resources for interviews

Services contacted to be available that week for networking contacts (e.g., Rotary, Zonta International, AAUW, Chamber of Commerce)

Speakers Bureau of certified career counselors willing to give a presentation on career development, businesses or schools that week

Practice interviewing sessions with a local employer at the agency or school career center

Videotaping mock job interviews

Career day

Guest speakers

Library presentations: "How to research a career in the career center, school, and/or public library"

Public libraries encouraged to promote career development week (displays, presentations, bibliographies available to the public that week)

Job fair/hiring fair (local employers)

Free workshops in public location ("How to Choose a Career"," How to Retrain, Reenter School"," How to Find a Job"," How to Change Careers")

Networking with referral agencies to develop linkages (e.g., breakfast meeting with adult counselors and psychologists or adult counselors and ministers; use meetings to explain process of career development and procedures)

Contest in cafeteria (e.g.,"Guess How Many Candies in a Jar") with prizes being career related materials or free testing

Wheel of Fortune contest or booth to win free testing, resume writing books, etc.

Job outlook quiz contest (Prizes: Lottery tickets, 100 Grand or Pay Day candy bars, gift certificates to college book store)

Bulletin board displays

Local radio interview program about Career Development Week

Newspaper articles written by career counselors for local newspaper or school paper on career development

Presentation to Board of Trustees on Career Development Week, Center activities, and/or occupational trends

Cable TV interview with career counselor

Alumni invited to return to campus during Career Development Week to give presentations to students

Contest coordinated with local agencies, Chambers of Commerce, Rotary Clubs

Public workshop: "How to Help Parents Help Their Children Choose a Career"

Public workshops for older adults: "What to do After Retirement", "How to Find a Part-time Job", "How to Find Volunteer Work", "How to Choose Leisure Activities", "How to Reenter School" (done in public locations, senior centers)

Workshops to GED, ABE class students on how to choose a career

Breakfast or luncheon with local employers and vocational rehabilitation counselors to discuss employing the handicapped

Local department store invited to provide a program on career dressing.

Field trips to workplaces

Special career center or agency newsletter distributed to students, clients, staff and public during Career Development Week

Promotional gifts (key chains, pens, coin purses, balloons or magnets that contain the career center or agency name, address, and phone number)

Source: Michigan Career Development Association. Contact persons for more information: Peggy Greiner, Washtenaw Community College (313-973-3558); William Heise, Schoolcraft Community College (313-591-6400, extension 5042); Leonard Lukshaitis, Michigan Department of Social Services (313-876-6479); Judy Sternberg, Livonia-Whitman Center (313-523-9290).

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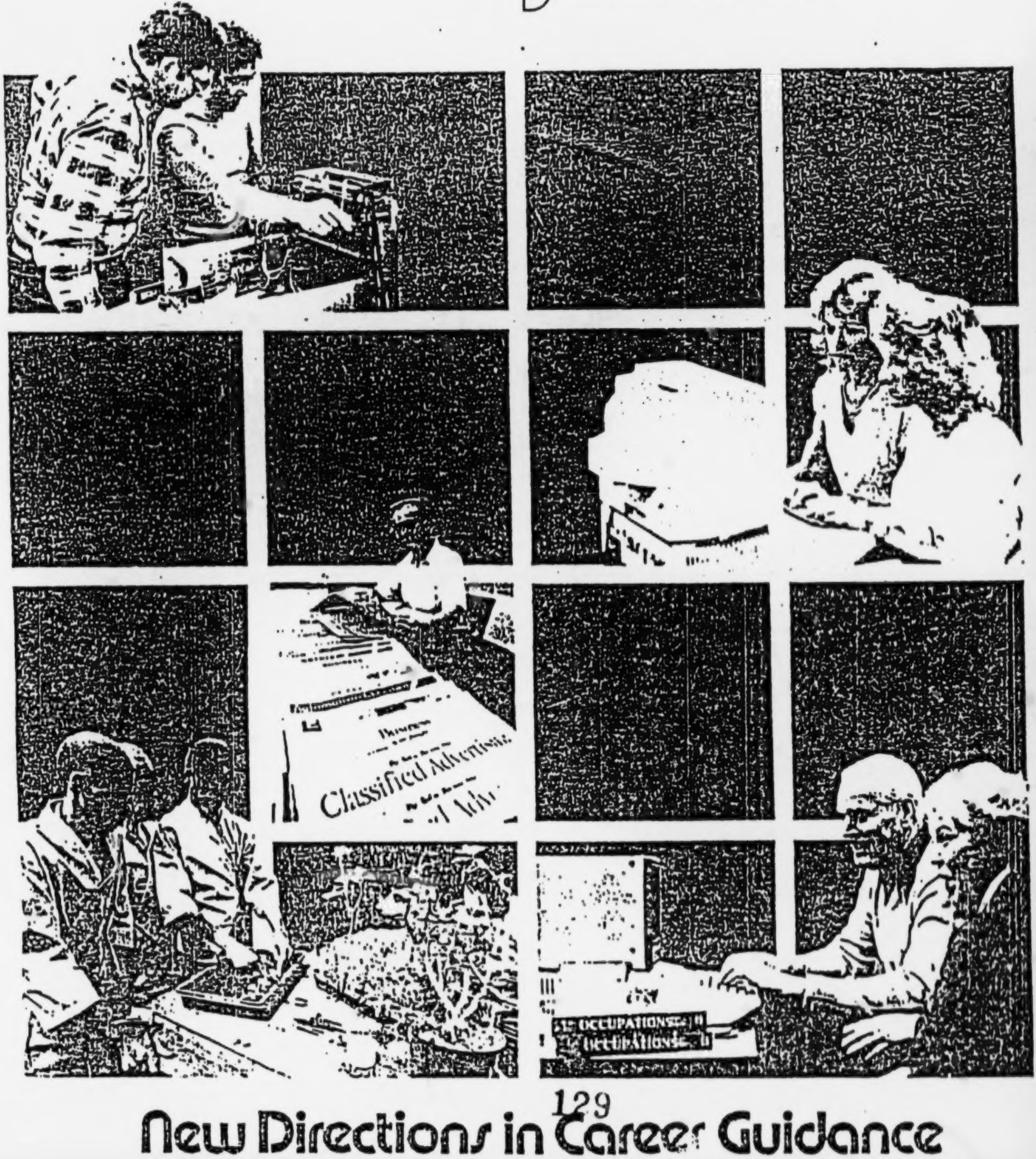
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New Directions in Career Guidance

Michigan:

Two Career Guidance Models

by Gertrude Bonaparte, John Chapman and Judith Sternberg

The availability of quality comprehensive career guidance and counseling programs for youth and adults has been an issue acknowledged at the local, state and national levels. Educational leaders, employers, parents and students have all affirmed the need for the educational system to improve such programs. Moreover, in a recent Michigan public opinion survey, citizens ranked the need for better career counseling fifth in terms of what could be done to better prepare students for tomorrow's world.

Each of Michigan's educational systems is faced with the unprecedented task of preparing its citizens to meet new and mounting job requirements for a workplace in which the technologies are changing at an increasingly rapid pace. The Michigan State Board of Education, in adopting its *Goals 2000: Education for a New Century*, has identified employability and educational development plans for each student as a mechanism for responding to the career guidance challenge. Local educational agencies have developed career guidance programs that share the underlying theme "Career Plan for the Life Span," though they use a variety of models. The key elements of these programs are:

First you need to know what your interests and abilities are.
Yeah, but then you need to figure out what options you really have.
When you compare what you want with your options, then you can make some decisions about your future.
Once you know what you want, th you can pick high school classes, and vocational training to get you there!!

From Formula for Your Future, a booklet developed by the Van Buren Skills Center, Lawrence, Michigan.

- Self-awareness opportunities, interest and aptitude assessment, and a structured process for interpretation to students and parents.
- Career awareness and exploration experiences.
- Opportunities for formalized career decisionmaking through an established employability and educational planning process.
- Structured employability skills training.
- Opportunities to develop positive work habits, attitudes and values.
- Formalized activities that help students develop the needed competencies to make the transition to new educational, work and life environments.
- Organized group counseling that is related to career development.
- Structured activities that enable students to identify and understand transferable skills.
- A coordinated system for the delivery of career and occupational information.
- Information about educational and training alternatives for achieving career goals.

These key elements are incorporated in the comprehensive career guidance programs of two schools in Michigan: the Whitman Center and the Van Buren Intermediate School District. The Whitman Center is part of the Livonia Public School system, located in a large suburb just west of Detroit. Many residents are employed in the auto industry or in jobs that are greatly affected by swings in the auto industry. The comprehensive career guidance program was designed to address the career indecision of local residents and the deepening unemployment of the area. While Michigan's economic recession has gradually abated, the need for adult career planning has remained acute. The adult worker in Livonia needs help in handling occupational obsolescence.

identifying new and transferrable skills, learning job search techniques, and developing coping skills for periods of transition.

In 1981, Livonia Public Schools received a grant under the Adult Education Act, Section 310, from the state board of education to initiate a career lab as a demonstration project. The project was to be responsive to community needs and therefore had diverse and extensive objectives, including the willingness to disseminate the project operational structure and materials throughout the state. Early programming included the establishment of a career resource center, career counseling, employability skills workshops, the use of the Michigan Occupational Information System (MOIS), career seminars, and job placement. In the second year of the project, an occupational lab was instituted to provide students with a total of 60 hours of programmed instruction in these courses:

- A group guidance course called "Person Growth" designed to support students in career transition.
- A career planning course which features a career assessment component and modules on goal setting, decisionmaking, and career exploration.
- A class in employability skills which addresses job search and job retention techniques.

This programmatic approach is both responsive to adult career needs and cost-effective.

The Whitman Center program is predicated on the four stages of career development: self-awareness, career information, career decisionmaking, and placement. The management model translates into the use of prescriptive assessment of student values, interests and abilities to develop an assessment profile, and career and labor market information, which is used to enable students to actively participate in the writing of employability development plans and in personalized guidance and placement consultations.

An extensive public and private community network helps in academic, training, and placement decisionmaking. The Michigan Employment Security Commission, the Department of Social Services, the Department of Rehabilitation Services, educational agencies, and business and industry all cooperate to ensure a unified approach to the career needs of the adult.

A second example of a comprehensive career guidance model in Michigan is the Van Buren Intermediate School District program. While this model differs from that of the Whitman Center, the program also provides comprehensive career services and experiences. The school district is located in a rural county within easy commuting distance to Kalamazoo, Michigan, and South Bend, Indiana. The program's focus is on youth transition, and its theme is "Formula for Your Future." Like the Livonia model, the Van Buren model adheres to the Michigan career development and guidance objectives of self-awareness, career information, career decisionmaking and placement.

The Van Buren model was developed to be used primarily in the [illegible] constituent districts that compose the Van Buren County Intermediate School District. Since these districts differ in size, resources, and needs, the program was designed to have a high degree of flexibility. The goal of the program is to help students learn about themselves, careers and training, and to develop decisionmaking and planning skills through the incorporation of existing commercially and locally developed programs into the guidance process. The thrust of the program is to teach career development skills so that students can make career and educational choices not only in the eighth and ninth grade, but throughout their lives. Counselors and teachers form the guidance team that helps students progress through the stages of career development.

As the students participate in the program, they fill out a "Formula for Your Life" workbook. After they have completed a number of interest and ability exploration activities, they are asked to identify their top career interests in order of importance. At this point, the students have achieved a great deal of self awareness.

To gather information about career and educational options, the students have access to the Michigan Occupational Information System, filmstrips, job simulation,

Left: Ninth-graders try hands-on activities in different career cluster areas as part of career exploration at the Van Buren Skills Center. Below: Student values, interests and abilities can be profiled through prescriptive assessment.

Livonia Public Schools

and internships as opportunities for further exploration and integration of career information and experience. After the student has completed a number of exploration activities (the amount and kind depends on the local district), the student then rank-orders the career clusters. (The Van Buren model uses clusters since research has shown that students make better cluster choices than specific career choices in high school, that it is easier to organize career materials using clusters, and that it is easier to organize the school curricula using the cluster model.) The Van Buren comprehensive career guidance program relies heavily on activities that cause students to gather and dissect information in a way that enables them to concentrate on only those portions which are relevant to their interests. After looking at educational possibilities and, for older students, specific careers, the student is now taught a systematic way to make decisions.

After students have considered their options and made a decision, they meet individually with the counselor and develop a four-year plan of high school classes that matches their career and training interests. Rather than just handing the student a list of random classes and requirements, each school has developed four-year plans for each of the career clusters. These plans offer several options to the student that depend on whether the student wants to prepare for a career while in high school, after graduation, or through a combination of the two.

After the student has developed a four-year plan, he or she develops an Employability Development Plan (EDP). The Van Buren EDP has a narrative format that foreshadows the resume. The EDP, which can be filed in paper form or stored in a computer, is reviewed each year by the student and the counselor. The student's progress is evaluated, and sections are modified if necessary. A copy of the EDP is sent to the parents, with the four-year plan, for their input. Both teachers and vocational center staff are encouraged to look at the EDPs since they are important to the attainment of the students' goals.

Parents and students have given the Van Buren model of comprehensive career guidance much favorable feedback, ranging from "awesome" from an eighth-grader to this comment from a parent: "My daughter was on the verge of quitting school until she saw all of her career opportunities in your program. Thank you from the bottom of my heart."

Recently, the principal of Whitman Center, James Newman, lauded the results of the new Michigan approach: "Our job placement component, one of the few in adult education statewide, recently placed nine students in $9.75-an-hour jobs as drill press and stamping press operators. Of the nine, one is an ex-convict, one is a Vietnamese refugee, one is Hispanic, and one is black. Six were collecting unemployment and one general assistance. With benefits, each person's annual salary will easily top $20,000. These people will now be taxpaying consumers adding more than $180,000 to both the marketplace and our tax base. Equally important is the fact that the persons collecting unemployment and general assistance will no longer need to do that, thus relieving the state's treasury of a $50,000-$60,000 burden."

About the Authors

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New Directions in Career Guidance: A Special Report for the Profession

CHARLES W. RYAN and EDWARD M. LEVINSON

Bonaparte, G., Chapman, J., & Steinberg, J. (1987). Michigan: Two career guidance models. *Vocational Education Journal, 62*(6), 142–143.

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There are increasing signs of stress on the horizon for the future of comprehensive career guidance programs. Educational institutions such as public schools, community colleges, and comprehensive universities are at a critical juncture in the maintenance and establishment of career guidance programs. As funding becomes increasingly tight and educational institutions are forced to reduce ancillary programming, support for career guidance services may diminish. Another perplexing problem for those who espouse career guidance services is the lack of reliable and valid data on the effectiveness of such programs. In short, despite a plethora of articles and testimonials supporting comprehensive career guidance programs, there is no assurance that support for such programs will continue to exist in the year 2000. If anything, school closings, a declining teenage population, and increased demands for accountability may hasten the demise of career guidance services.

It was refreshing to review the special issue of the *Vocational Education Journal* titled "New Directions in Career Guidance." This issue was devoted to an examination of complex issues facing young people and adults in making appropriate career choices. A review and analysis of comprehensive career guidance programs was offered from selected practitioners in the field. The intent was to stimulate interest in comprehensive career guidance programming and to provide an update for those in the profession. It should be noted that the issue emphasized a discussion of programs in which vocational education assumes a major role. The articles explored comprehensive career guidance models, parents as career advisers, a model for counseling adults, and the recently established career guidance standards of the National Occupational Information Coordinating Committee (NOICC). The following is a review of the major conclusions drawn by the authors and a discussion of the issues addressed.

As succinctly stated by Herr, the history of vocational guidance spans a period from the late 1800s to the present. During this time conflict between vocational educators and those in vocational guidance has developed and, despite mutual concern for the guidance of young people in the United States, the two factions have often disagreed on the *means* by which career services should be provided. They have agreed, however, on the expected outcome: that American youth and adults will find careers that are consistent with their interests and abilities. The process used to achieve this goal was not often clear but has, in recent years, resulted in increased teamwork between vocational educators and school counselors. These professionals are now sharing student information and working together as a team in delivering career guidance services.

Comprehensive career guidance programs, as Herr pointed out, include individual assessment, individual counseling, group guidance or counseling, career placement, and follow-up services. In 1978 the American School Counselor Association (ASCA) adopted a statement on the role of the school counselor in career guidance that clearly identified expectations and responsibilities. Among the expectations are that career guidance must (a) be delivered to all persons in an equitable fashion, (b) employ a wide variety of community resources in delivery, (c) respect individual freedom in relation to career choice, (d) provide career guidance for all persons, and (e) involve all professional educators in delivery of career guidance. The 1987 ASCA statement suggests that comprehensive career guidance must use the following basic concepts in both program development and delivery: (a) the practicing counselor must recognize that career development is a

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lifelong process, developmental in nature, and that it emphasizes the education-work relationship at all levels of education; and (b) career guidance infuses the work values of persons as part of their total system and recognizes both paid and unpaid work. It is important to recognize that if comprehensive career guidance programs are to be effective, they must ensure infusion of career guidance content into the regular academic curriculum. This infusion must begin early in the educational process, and the school counselor must work with other educators as a team to deliver a core of common experiences that lead to improved career maturity. The common core experiences should provide all students with

- Individual and group counseling to clarify work values and develop coping and planning skills
- Formal and informal assessment of abilities, personality traits, and interests
- Career information through use of the community
- An established career information center to assist with such skills as job hunting
- Decision-making practice for the selection of tentative career paths
- Academic and career planning for high school programming as it relates to career choice
- Continual evaluation and revision of the career goal-setting process

There are visible similarities in the 1987 ASCA guidelines and the NOICC career guidance standards (1987). Both sets of guidelines call for identification of outcomes and activities for each educational level, and the competencies needed by counselors to deliver career guidance programming. The target audience for both sets of standards includes teachers, guidance counselors, and educational decision makers. The ASCA policy statement and the NOICC career guidance standards present a clear philosophy and set of directions for initiating, developing, and evaluating comprehensive career guidance programs. When applying these policy statements to the articles in the special issue, we identified several concerns. The positions presented by the authors of the articles suggest that all models and program outcomes must be student centered and must benefit all students. Our review suggests, however, that the models and basic concepts presented are deficient in terms of providing career guidance services for women, minorities, and the handicapped. In 1984, in *The Unfinished Agenda*, the National Commission on Secondary Vocational Education indicated that there was a strong need for comprehensive career guidance programs that would be available to all students. It is implied in this special issue that the previously mentioned populations are served, but lack of specific evidence of such service causes concern.

The lack of apparent concern demonstrated by the authors relative to the developmental nature of career guidance services and the need for outcome assessment studies is also troublesome. Otto, for example, in a discussion of the role of parents as career advisers, offered useful advice for parents of junior high or senior high school students. A parent's role in enhancing the career development of elementary school children, however, was virtually ignored. It is almost as though parents need not assume a similar role for elementary school children because career development is not an issue with a child of this age. Perhaps unintentionally, Otto's omission of suggestions appropriate for younger children conveys an impression that career development and career guidance begins in adolescence. Likewise, Otto offered the reader no information relative to the efficacy and effectiveness of training parents to serve as career advisers, nor did he mention the need to assess such effectiveness. These omissions do not, however, negate the usefulness of Otto's suggestions. He clearly articulated the important role parents play in the career development process, and he identified information that parents might find helpful in advising their children.

Similarly, Lambert identified and described a variety of useful sources of career information. But the discussion of state career information systems, federal and state publications, the popular press, private sector publications, and the community seem to be more appropriate for use by adolescents and adults than young children. Again, omission of sources of career information appropriate for young children (e.g., television) connotes a lack of concern for the developmental nature of career guidance. Unlike Otto, however, Lambert alluded to the importance of evaluating the effectiveness of career guidance services and offered suggestions for evaluating the quality and usefulness of career information.

Greenwood, in her discussion of a counseling program designed to ease the career transition of adults, seemed to recognize both the developmental nature of career guidance services and the need to continually research and modify such programs. In discussing a counseling program designed to assist displaced workers, Greenwood referred to career development theory, and used it to justify the activities that occur in the program. Greenwood noted that research on the special needs of adults in transition has resulted in a continual restructuring of the program. Currently, the program provides structure and goal setting activities, instruction in career transition, instruction in job searching, assistance in coping with emotional needs, availability of support groups, and financial assistance.

In terms of program development and management, the two models developed in Michigan and the District of Columbia illustrate the need for cultural understanding and counseling when dealing with minority groups and others of low socioeconomic status. The Whitman Center of the Livonia Public School system, just west of Detroit, addressed this issue as it related to the Michigan economic recession. This program focused on helping displaced and unemployed adults identify new and transferable skills, learn job search techniques, and acquire coping skills necessary for transition periods in the future. In particular, the architects of the Livonia model should be commended for their efforts to develop a guidance curriculum through specific courses and modules made available to students in the Livonia Public Schools. The program has goals that are consistent with the characteristics of effective comprehensive guidance programs identified by Mitchell and Gysbers in 1978. It shoul be pointed out that the Whitman Center has a focus on adul development, and they cite in their placement efforts the successful transition of several minorities, including one Vietnamese, one Hispanic, and one Black individual. The data infer tha other minorities are involved in this job development progra as well.

In summary, it is easy to accept the basic NOICC philosophy which states that "comprehensive career guidance, counselin and placement programs will not become a reality unless ar explicit sequence of activities, or 'guidance curriculum,' is de signed to meet the needs of all youth and adults." Althoug these guidelines are laudatory, the programs and sources de scribed in the special issue do not, in many ways, conform wit them. Although it may simply be an omission on the part c the editor, the authors do not clearly enunciate the importanc of establishing comprehensive programs with a developmenta focus, designed to meet the needs of *all* individuals, nor do the address the importance of establishing the efficacy and effec tiveness of such programs. The latter issue may be a particularl important one as the year 2000 approaches.

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Guidelines for Authors

Manuscripts will be acknowledged on receipt. Following preliminary review by the Editor, they will be sent to members of the Editorial Board. Generally, 3 to 4 months elapse between acknowledgment of receipt and notification of disposition of a manuscript. On publication, each author will receive five copies of the *Journal*. Verse and In The Field authors will receive two copies of the *Journal*.

Following are guidelines for developing and submitting a manuscript. **Manuscripts that do not conform to these guidelines will be returned to the author without review.**

Manuscript Categories

1. **Full-length articles.** Manuscripts should be typed in lines of 62 spaces and generally should not exceed 500 lines. In tallying lines authors should be sure to count *everything* (including headings, footnotes, tables, and references) except the title and abstract. They should include an abstract of approximately 125 words.
2. **Dialogues.** These should follow the length and abstract requirements of full-length articles. They should take the form of verbatim exchange, oral or written, between two or more people.
3. **In The Field articles.** Manuscripts should be typed in lines of 62 spaces and should not exceed 230 lines. In tallying lines authors should be sure to count *everything* (including headings, footnotes, tables, and references) except the title and abstract. They should report on or describe new practices, programs, or techniques and relate practice to theory by citing appropriate literature. An abstract of 50 words should be included.
4. **Letters and Comment.** Letters to the editor should be under 300 words. Those accepted for publication may be edited or abridged.

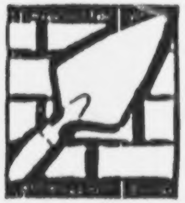
Typing and Other Requirements

1. Send the original and two clear copies. Original should be typed on 8½" × 11" nontranslucent white bond. Do not use onionskin or erasable bond.
2. Include an abstract or abstracts as instructed above. See current issues of *JCD (P&G)* for examples.
3. Double-space everything, including references, quotations, tables, and figures. Leave extra space above and below subheads.
4. Leave generous margins (at least an inch all around) on each page.
5. Manuscripts should be typed in lines of 62 spaces.
6. Avoid footnotes whenever possible.
7. Use tables sparingly and type them on separate pages. Include only essential data and combine tables wherever possible. Refer to a recent copy of the *Journal* for style of tabular presentations. Figures (graphs, illustrations, line drawings) should be supplied as camera-ready art (glossies prepared by a commercial artist) wherever possible. Figure captions may be attached to the art and will be set in the appropriate type.
8. Lengthy quotations (generally 300–500 cumulative words or more from one source) require *written* permission from the copyright holder for reproduction. Adaptation of tables and figures also requires reproduction approval from the copyrighted source. It is the author's responsibility to secure such permission, and a copy of the publisher's written permission must be provided the journal editor immediately upon acceptance of the article for publication by AACD.
9. Place authors' names, positions, titles, place of employment, and mailing addresses on the cover page only so that the manuscripts may be reviewed anonymously.
10. *For arrangement and form of references, subheads, tables, etc., see recent issues of JCD (P&G).* (A valuable resource for authors regarding manuscript preparation in general and reference style in particular is the *Publication Manual, Third Edition, of the American Psychological Association.* Ordering information can be obtained from APA, 1400 N. Uhle Street, Arlington, Va. 22201.)
11. Avoid the use of the generic masculine pronoun and other sexist terminology. Also, use such terms as *client*, *student*, or *participant* rather than *subject*.
12. Never submit material that is under consideration by another periodical.
13. Submit manuscripts to: Rodney Goodyear, Editor, *Journal of Counseling and Development*, 503G, WPH, University of Southern California, Los Angeles, CA 90089-0031. Authors should keep a copy of their manuscripts to guard against loss. Do not send them to the Virginia office of AACD; this will delay handling.

Note: Authors bear full responsibility for the accuracy of references, quotations, tables, and figures. The AACD Press has discontinued the practice of sending galley proofs to authors. Instead, a computer printout is supplied to authors for any necessary and relevant corrections.

1. What appears to be the single best overall predictor of job satisfaction?

2. Career indecisivness is considered a psychological state, while career undecidness is considered a psychological trait. (true or false)



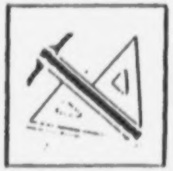
3. Often a client's unrealistic vocational aspirations begin with their parents or some significant other. (true or false)

4. Name a personality inventory that is being used increasingly for career counseling purposes. (HINT: The inventory is an attempt to implement Carl Jung's theory of type.)

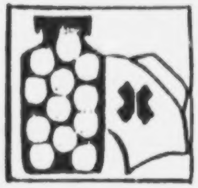
5. Most computerized career guidance systems have been a disappointment in terms of providing information about the world of work. (true or false)

6. Interest inventories reveal how much interest a client has in a number of different areas. (true or false)

7. Career decision making is typically considered a lifelong process, that is, an experience that may occur more than once. (true or false)



8. What is generally considered to be the most widely used formal source of occupational information?



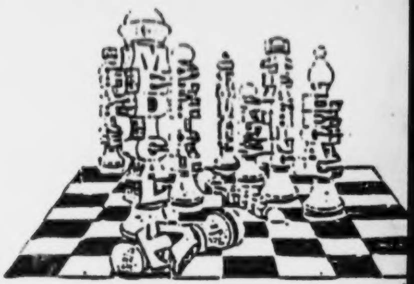
9. What is generally considered to be the most widely used informal source of occupational information for school age youngsters?

10. Career counseling typically consists of three stages. Name them.

11. The distinction between career counseling and personal counseling is often fuzzy, at best. (true or false)

12. Any client can obtain any job as long as he or she is willing to put forth the effort. (true or false)

CAREER TRIVIAL PURSUIT

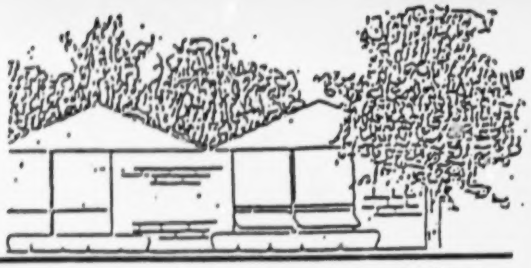


1. Age: Overwhelming evidence suggests that overall job satisfaction is positively associated with age. A positive linear relationship between age and overall job satisfaction seems to hold at least up to age 60 (see review by Rhodes, 1983).
2. False: Indecisive clients are unable to make important decisions because of personal qualities (e.g., dependency, lack of motivation, external locus of control, lack of self-confidence). Undecidedness, on the other hand, is usually a temporary "state" alleviated after the client has gathered enough information to allow for a sound decision (Salomone, 1982).
3. True: Most clients rarely make an unrealistic decision (e.g., marginal student choosing to be a medical doctor) on their own. Often such clients imagine that the consequences of disappointing their parents will be severe (Althen & Stott, 1983; Super, 1983).
4. Meyers-Briggs Type Indicator (cf. Pinkney, 1983).
5. False: Generally, computer-based systems have been shown to be enthusiastically accepted by both parents and students, simple to use, capable of producing measurable increases in vocational maturity and occupational information, and generally preferred over other types of career information sources such as books and files (Pinder & Fitzgerald, 1984; Schenk, Murphy, & Shelton, 1980).
6. False: Interest inventories measure the direction a person's interests have taken, not how much interest he or she has (Tyler, 1984).
7. True: Most career developmental theorists contend that career choice is not a single event occurring once a lifetime but a continuous, lifelong process (Ginzberg, 1972; Super, 1983).
8. *Occupational Outlook Handbook* and *Dictionary of Occupational Titles*
9. Parents: The magnetism of mothers and fathers on the career choices of their children is undeniable. When parents learn about career development they become more aware of how much they influence their children (Bradley, 1979; Morris & Myers, 1984).
10. Self-information, career information, and career decision making.
11. True: It seems difficult to make this distinction consistently (Crites, 1974). Indeed, part of career counseling involves gathering personal data from the client.
12. False: Although effort is no doubt important, luck, covert discriminatory practices, etc. may affect chances of employment. Thus, it becomes essential that counselors discuss with clients that the world is not necessarily logical, that compromises may be part of decision-making, that finding a job that combines meaning and money is a worthy goal but is not always easy to accomplish. (Baumgardner, 1977).

Judy Sternberg

Adapted from "A Not-So-Trivial Pursuit Game for Career Counselors" *Career Development Quarterly*, September 1986, with the permission of Mark J. Miller.

Whitman Communicator



Staff Edition February 27, 1989 **Judy Sternberg, Editor**

OCCUPATIONAL LAB UPDATE - By Laurie Price

It was a busy fall in the Occupational Lab. A recent survey indicates a 40% increase in traffic flow through the Lab over last year's fall semester. Fall 87-88 brought 461 students/clients through their doors. Seven hundred and seventy people took advantage of their services this past fall semester.

Some of this increase can be attributed to the Educational Development Plan process that was implemented this fall. All January completers were given the opportunity to participate in some type of career assessment. Seventy three completed a MOIS (interest assessment), while 9 were given an Apticom (aptitude assessment). Each student was then encouraged to use the Lab for further exploration into different careers.

The Lab also lengthened its hours to better serve the students. Wednesday and Thursday evening hours till 8:30 p.m. were added to complement their previous hours. These two evening are covered by Diane Straub. Diane is new to the Lab this semester and will be assisting students with career research and will eventually administer career assessments.

Diane has an excellent background. She received her undergraduate degree in social work from Madonna College and has since received her elementary teaching certificate. She also has some diverse work experience that will be very helpful in her job in the Lab.

Laurie Price is finalizing arrangements with Eton Academy, a private school for students with learning disabilities in Birmingham, to administer Apticoms. The Apticom equipment will be taken to the school where 20-25 assessments will be given to selected students over a two week period.

CAREER EXPLORATION PILOT PROGRAM IMPLEMENTED

To refresh your memory, the Occupational Lab has selected to be one of two Michigan sites to pilot a career exploration and planning program sponsored by Meridian Education Corporation.

They received free workbooks, textbooks, corresponding videotapes, as well as computer program for career exploration. **Russ Justice** has implemented this program in his Career Planning classes to go along with his original curriculum.

This career exploration program can also be used on an individual basis. Laurie Price would like to encourage teachers and otner staff members to refer any student who they feel needs and desires career direction. You should let her know so that further arrangements can be made.

CLASS VISITATIONS COMPLETED

The Occupational Lab is relieved to report that they have completed all second semester classroom visits. Approximately 98 classes were visited by either **Laurie Price, Julie Paddison,** or **Diane Straub** over the past several weeks.

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"Same career, change of career, same career... change of..."

JOB INFORMATION TIDBITS

- The average job tenure is now 8.8 years which is down from 12 years in 1981.

- A Labor Department study estimates that current jobs require an average of 12.8 years of education, up from 12.5 years in 1975. Forecasters say that jobs in the year 2000 will jump to 13.5 years.

- The number of high school drop outs has been averaging 700,000 per year for the past 20 years. A new study reports that among those who last attended school in 1986, 70% of the high school graduates were employed but only 48% of the drop outs.

- Everyone looks forward to Fridays. They signify that the weekend is just around the corner, but it is also the day that most firings occur. Three times as many on Fridays as the other 4 days combined.

- Out of every ten jobs in the Army, women are eligible to fill five. However, only one in ten soldiers is a woman.

- There is a new federal welfare law which requires single parents with children over 3 years old, to participate in the job opportunity and basic skills program offering education, training, and work activities. The law also requires on adult in a two family welfare household to participate in a job search. If they don't find employment, they would be assigned to work a minimum of 16 hours a week in a state - organized job. A young adult could opt instead to go for his high school diploma.

MORE COUNSELING NEWS - SCHOOL PICTURES

Laura Cerretani would like students and staff to know that photographer, Dick Hocking and Associates will be at Whitman Center on March 7, 1989 taking photographs of all interested students and staff. We would like all students graduating in May 1989 from the High School completion and General Education Development programs to be photographed for the senior composite. Package prices range from $ 9.00 to $28.00 and include the composite.

COSMETOLOGY

The Livonia Adult Education program provides Cosmetology training at the Virginia Farrell School of Cosmetology on Five Mile Road in Livonia. The program has 55 students enrolled in the Cosmetology I, II, and Manicuring Programs.

Students attend Tuesday through Saturday from 8:30-4:30 p.m. Students receive 1,500 hours of instruction in hairstyling, hairdressing, facials, manicuring, permanent waving, hair coloring, etc. Upon completion of the program, students will be taking the State of Michigan Licensing Exam.

Recently, three Whitman participants graduated from the Manicuring Segment which encompasses manicures, pedicures, and nail extensions.

FRANCIS, THERE ARE JOBS IN TODAY'S PAPER...
MOMMA, I AM NOT YOUR AVERAGE WORK HORSE. I NEED A JOB THAT MESHES WITH MY PERSONALITY AND TEMPERAMENT...
AFTER ALL, I AM ME... A UNIQUE INDIVIDUAL.
RIGHT...
BUT I DON'T SEE ANY JOBS FOR MATTRESS TESTERS.
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Whitman Center

The Livonia Public Schools is committed to providing quality educational programs to meet the needs of adults. We will continue to offer lifelong learning opportunities for adults to upgrade their skills, secure necessary credentials and increase their marketability. The staff is dedicated to assist adults in their educational growth and endeavors to make continuing education significant.

Whitman Center is a model adult educational facility. The staff and programs provide variety and flexibility as main features of this unique educational institution.

The Whitman staff offers an exciting blend of experience and credentials. Many staff members are employed in business and industry as well. Some are teaching courses in local colleges and universities.

Ongoing programs include:

ABE - Adult Basic Education

GED - General Educational Development

HSC - High School Completion

ESL - English as a Second Language

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- Pre-Apprenticeship Assessment for large manufacturing company
- On site educational services to union employees in major automotive manufacturing plants
- Pre-screening for large, new local restaurants.

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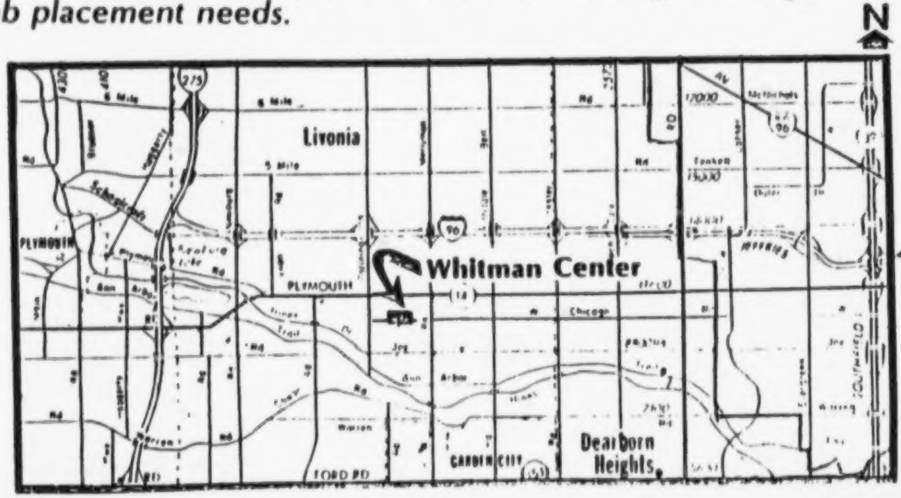
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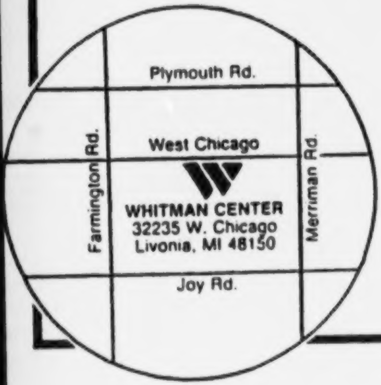
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participate in a program so unique, so exciting, it is being talked about around the state.

The **Occupational Lab** at Whitman Center invites you to come and participate in an *enlightening, personal approach* to careers.

You may want:

Evaluation Services

- ☐ Aptitude testing - measures potential for success and matches to job titles
- ☐ Interest testing - matches personal preferences to job titles
- ☐ Performance based evaluation - measures skills
- ☐ Task/skill matching - matches previous experiences to new job titles
- ☐ Career Guidance
- ☐ Personal Growth course - Exciting class for expanding self awareness.

Career Information

- ☐ MOIS - information on 1600 occupations and their specialties in Michigan
- ☐ MODAS - information on skills training needed for 600 occupations
- ☐ Resource library - books, periodicals, articles, and pamphlets on a variety of career topics.
- ☐ Career Planning course - helps with decision making and exploring careers.

Career Preparation

- ☐ OJT (On the Job Training) provides actual experience on a job site.
- ☐ "Excellence in Employment and Training" - a terrific program to help with life skills and employment.
- ☐ Computerized resume writing and interviewing programs
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Job Placement

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Open Monday & Thursday evenings
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HOLDINGS OF THE OCCUPATIONAL LAB

Title Index Only
Revised July, 1987

Key

-	Missing
*	Non-Circulating to Students
**	Housed in Room 13
CC	Classroom Collection
F	Housed in Files

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ADDENDUM

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"Managing Retail Salespeople" Business Basics Series 1019. U.S. Small Business Administration. Office of Management Assistance. U.S. Government Printing Office, 1980.

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"Criminal Justice Careers Guidebook." rev. U.S. Department of Labor Employment and Training Administration. U.S. Department of Justice, 1982.

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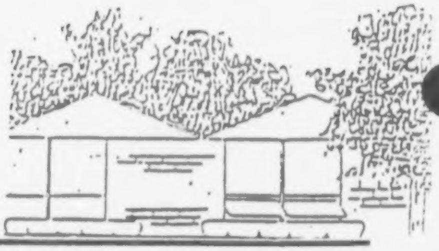
Whitman Communicator



CommunityEdition ❦ Holiday Issue Judy Sternberg, Editor

Principal Perceptions

James H. Newman

The State of Adult Education and Whitman Center

Legislation

As Chairman of the Michigan Association of Community and Adult Education (MACAE) Legislative Committee, I have had an opportunity to meet with Senator Dan DeGrow and Representative James O'Neill who collectively are viewed as the two most important legislators on the state aid bill. Changes in the State Aid Act for 1988-89 are impacting Adult Education. Funding has been discontinued for sewing, basic cooking, music, and physical education for the adult population.

In addition, only a core of twenty credits in each transcript will be allowable for funding. A funding pattern following this plan is now in place: 80% for registration and attendance per the 4th Friday count, 10% for assessment, 10% for completion (High School Diploma, G.E.D certificate, or Adult Basic Education advance from below the 8th grade), and 10% for retention (attendance). The main focus from the legislature is to educate, train, place. and employ adults. Legislators DeGrow and O'Neill concur that our central charge as adult educators is to prepare Michigan citizens for employment. In their view, the educational continuum progresses from Adult Education, to Community College, University, and/or other training options. The end result is employment. Additional education is encouraged because it enhances employment opportunities.

Business/Education Partnerships

Educational leaders are focusing on the Business/Education Partnership Picture. The State Board of Education's "Blueprint for Action," recommended strong ties between education and the work world. If Michigan and the nation are to sustain economic prosperity an increasingly educated labor force will be required. We at Whitman are responding to this need as we develop programs and products for our Livonia-Westland Community.

MoTech.

Recent activities included the introduction of a Technical Skills Lab (Basic Skills instruction in reading and math) at MOTECH. Joan Hughes, Nancy Browning, and myself were instrumental in the initiation and development of the program. It was so successful that MOTECH has hired teacher Joan Hughes as one of their full-time employees to continue the program and integrate it into their regular schedule. I also led a two day workshop in Effective Instruction for twenty-five of MOTECH's instructional personnel.

GEL INC

We continue our partnership with GEL, Inc. with the help of Nancy Browning, Judy Sternberg, and Laurie Price. GEL, has contracted for an array of services that include:

- math instruction for twenty-five of their supervisory personnel who graduated to SPC (Statistical Process Control) Training
- TABE assessment of over 100 employees organized by Whitman instructor Ann Meakin.
- Readability consulting services on the SPC manuals.
- Programs in Metrics, Blueprint Reading, and Basic Computer Use as well as further training for their management staff are currently under consideration.

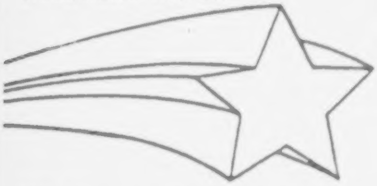
GEL, Inc. is the recipient of the Michigan Career Development Association (MCDA) 1988 Business/Industry Award for excellence in their pursuit of partnership activities with Livonia Public Schools. GEL contracted with Whitman Center for training that contributed to the career development and promotability of their employees. This fall, GEL was profiled in Inc. Magazine as a progressive, growing company. In addition to the INC. Magazine coverage, the Livonia Board of Education presented a resolution in June citing "This Alliance for

Continued on page 2

progress between GEL, Inc. and Livonia Public Schools ...exemplifies the US Office of Education national theme of literacy in the workplace."

In September, we commenced a Skill Enhancement Program at Ford Motor National Parts Plant at Plymouth and Middlebelt in Livonia. Instructor Mary Kay Crumb is on-site three days a week from 1:00 p.m.- 5:30 p.m. Instrumental in program development were Nancy Browning and Judy Sternberg, who continues as coordinator.

Business requests for educational services progress and Judy Sternberg has been assigned to coordinate this effort with me. Presently, we have initiated dialogue with several local businesses to address their educational needs.



Whitman Center Programs

The traditional programs continue to provide quality services. Our dedicated staffs in High School Completion, G.E.D., Adult Basic Education, English as a Second Language, and Continuing Education for Senior Citizens, serve a population of over 1500 students from 8:30 a.m. - 10:00 p.m. This fall an increasing number of 16-17 year olds have enrolled in Whitman Center's High School Completion or G.E.D. program. For them, the Whitman Program represents an alternative opportunity to complete their education and improve the quality of their lives. Open communication channels with our Livonia High School Administrators and Counselors facilitate this transition for our youth. Central also to our programmatic success is the extension of this "connection" into the community. Linkage with local agencies and businesses allows us to synergize community resources.

Whitman Center Program Recognized

Working in co-operation with the State Department of Education, Meridian Education Corporation has selected the ***Whitman Center Career Program as one of two in Michigan to pilot their next generation of Career Guidance materials.*** *This distinction enables Whitman to participate in a national demonstration site network focusing on program implementation alternatives with the new* ***AEL Career Exploration and Planning Program*** *(CEPP). The network includes sites in 18 states with program usage at grades 8 through adult. A wide variety of local and state career planning/development programs provide host to CEPP application as well as an excellent mix of rural through urban situations. In 1987, the* ***Whitman Career Program received the United States Department of Education Office of Vocational and Adult Education Promising Program Award as well as a State Board of Michigan Certificate of Special Recognition.***

This comprehensive program features a three part process of assessment, information diffusion, and placement in its effort to address self awareness, career awareness, career decision making, planning, and placement. The Career programs are under the mantle of our guidance department administered by Nancy DeKun. Working with Nancy are counselors Laura Cerretani, and Joe Palazzolo, Occupational Lab staff, Laurie Price (supervisor), and Julie Paddison (Paraprofessional) and Beth Hagen, (aide), Other staffers include Rose Marie Mouhot, Mary Cundiff, and Nancy McNamara.

Whitman Center is National News!

Authors Ryan and Levison report in The Journal in Counseling and Development, September, 1988: Bonaparte, Gertrude, Chapman, John, and Sternberg, Judith. ***"Michigan: Two Career Guidance Models."***

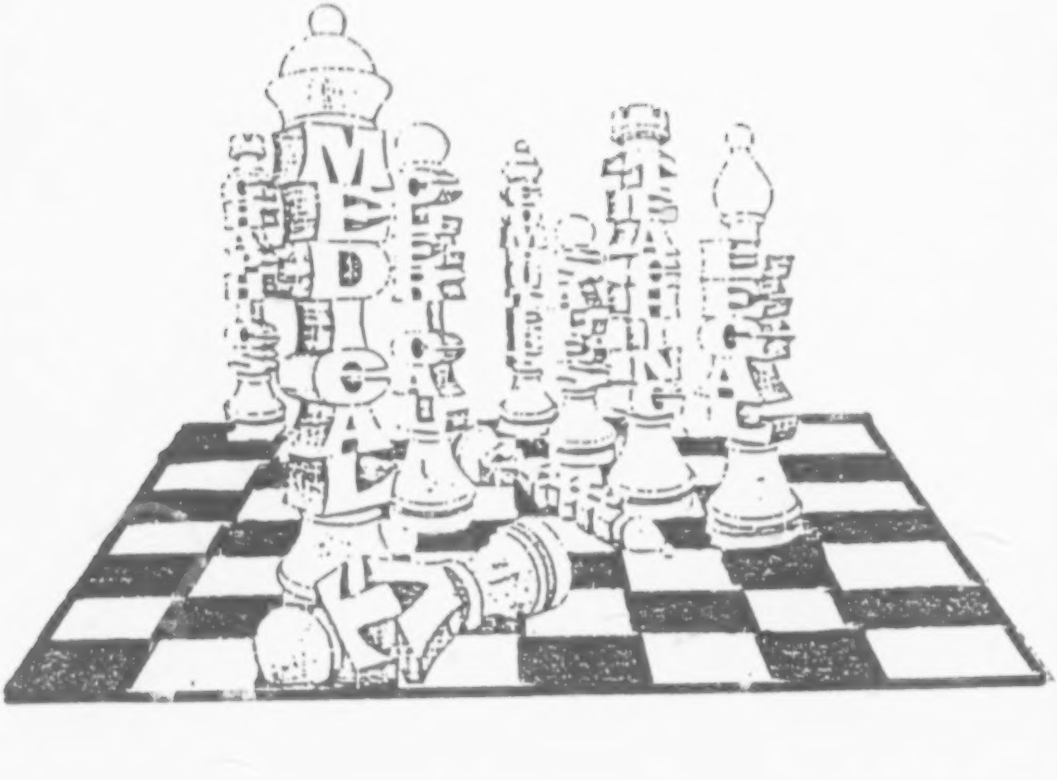
"The Whitman Center of the Livonia Public School system, just west of Detroit, addressed this issue (career development) as it related to the Michigan economic recession. This program focused on helping displaced and unemployed adults identify new and transferable skills, learn job search techniques, and acquire coping skills necessary for transition periods in the future. In particular, the architects of the Livonia model should be commended for their efforts to develop a guidance curriculum through specific courses and modules made available to students in the Livonia Public Schools. The program has goals that are consistent with the characteristics of effective comprehensive guidance programs identified by Mitchell and Gysbers in 1978".

Visiting Professionals

Whitman Center has been selected to represent Michigan as a Career Development demonstration site. Dr. David Winefordner, Director of Career Guidance at Appalacia Career Guidance Division visited Whitman on October 24th in conjunction with this. Nancy Browning, Judy Sternberg, and Laurie Price attended a Career Development Strategies Seminar where they were briefed on this national project.

Dr. John Wadley, Professor of Counselor Education at Eastern Michigan University visited Whitman Center on November 22nd. He and his students wanted to explore the adult program and more specifically the career component.

CAREER
TRIVIAL
PURSUIT



Judy Sternberg

Staff Development

The annual MACAE Fall Conference was held in Cedar, Michigan this year. Attending from Whitman were Nancy Browning, Judy Sternberg (representing the State of Michigan Staff Development Collaborative), and Jim Newman (chairman of the registration committee). Other members of the Community Education Department attending were Dan Kachnowski and Stancey Henne.

ESL Teachers - Mona Kolacki and Diane Lambert attended the MITESOL (Teachers of English as a Second Language) conference on Saturday, October 15th.

The ***Macomb Improv Players*** highlighted interactive problem solving of current instructional concerns, i.e., ways to approach change, classroom interruptions, and instructional strategies in their November 4th Staff Development performance at Whitman.

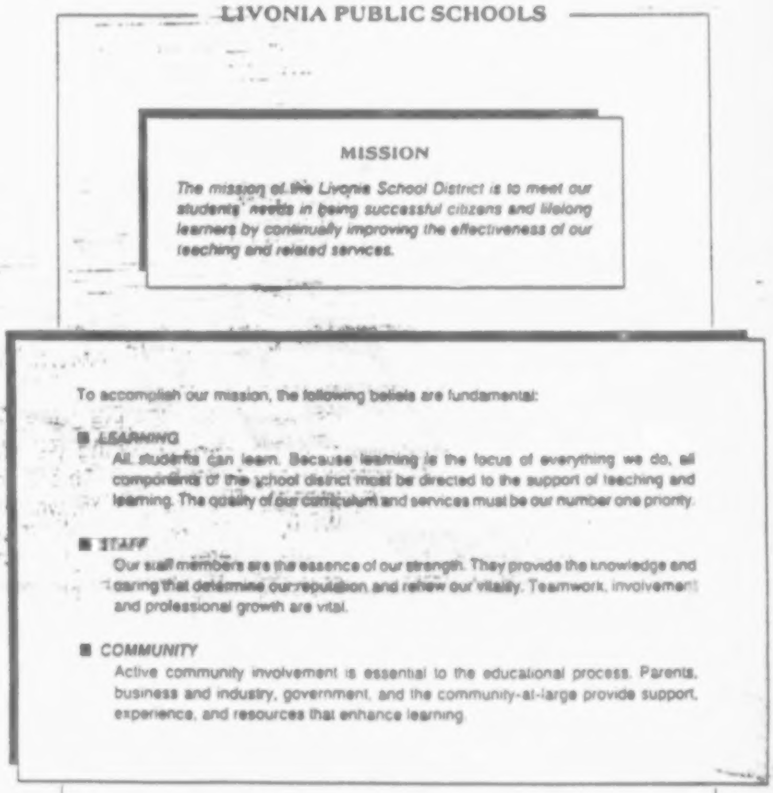
Counseling In the News - The Michigan Association for Counseling and Development convened in Detroit on November 6th, 7th, and 8th, and was attended by Nancy DeKun and Laura Cerretani. Judy Sternberg co-presented on EDP's/PPA's with Jim Whitbread, MCSA 1984-85 Counselor of the Year. Dr. Samuel Betances and Dr. Paul Pearsall targeted the conference theme. *Strengthening Life Linkages* with presentations on Inter-Cultural Linkages and Counseling for Connection respectively.

How To Excel As A Professional Secretary - was the topic of the secretarial inservice attended by Whitman staffers, Karen Price, Rose Marie Mouhot, Nancy McNamara, and Mary Cundiff on Tuesday, November 8th. Dr. Helga Rhode offered a format for achieving secretarial excellence by employing organization, effective communication, cooperation in the work environment, and effective interpersonal skills.

Project GRASP - (Generating Retention Through Adult Student Partnerships) sought to provide a framework for Progress and Retention for Adult Educators and their students. Adult education teachers (mentors) and several guest students (proteges) learned how to plan a Mentorship Program, develop an Orientation to Learning, and focus on Constructing Meaning from Reading - Writing. The presentation was on Friday, November 11th in Livonia and Friday November 18th in Wyoming Michigan. Whitman staffers involved as presenters were Nancy Browning, Linda Heyniger, and Jim Newman.

Mission

Adult and Community Educators were pleased with Livonia Public Schools new Mission Statement. Under Superintendent Carli's direction, lifelong learning and excellence emerge as central. Consistent with current educational research, the essential elements of teaching, learning, teamwork, and community involvement are recognized as keystones in the Livonia Public Schools.



LIVONIA PUBLIC SCHOOLS

MISSION

The mission of the Livonia School District is to meet our students' needs in being successful citizens and lifelong learners by continually improving the effectiveness of our teaching and related services.

To accomplish our mission, the following beliefs are fundamental:

- *LEARNING*
  All students can learn. Because learning is the focus of everything we do, all components of the school district must be directed to the support of teaching and learning. The quality of our curriculum and services must be our number one priority.
- *STAFF*
  Our staff members are the essence of our strength. They provide the knowledge and caring that determine our reputation and renew our vitality. Teamwork, involvement and professional growth are vital.
- *COMMUNITY*
  Active community involvement is essential to the educational process. Parents, business and industry, government, and the community-at-large provide support, experience, and resources that enhance learning.

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Dr. Seymour J. Wolfson, Wayne State Professor and Job Training Partnership Project Director (JTPA) toured Whitman to learn about coordinating career assessment with JTPA Programming.

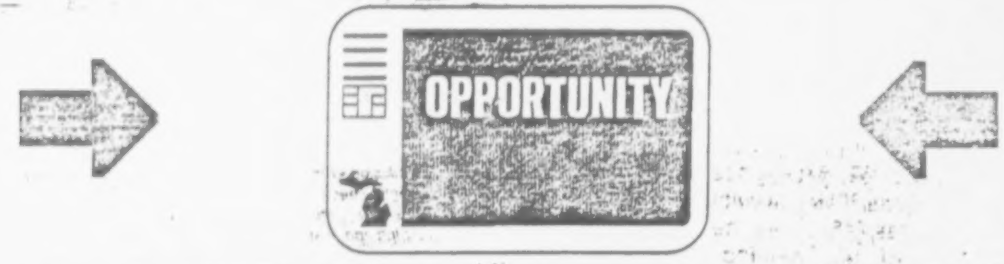
Eastern Michigan University's Community Education Course taught by Jackie Rogers (Chelsea Community Education Director) came to Whitman to observe Adult Education and Career Development in practice. Career professional Cheryl Deford and classmates found Whitman to be an exciting experience for students of Community Education.

Visiting from Lakeview Community Schools (Battle Creek area) was Sharalyn Brandell (Director of Adult and Community Education) and her staff. Their November 14th trip was designed to observe the English as a Second Language Program and learn about teacher-made materials.

Lansing News:

Currently, two important employer driven programs are in the works in Lansing. First, the Employability Skills Profile which classifies the three categories of skills that will be required of Michigan workers in the future: Academic Skills, Personal Management Skills, and Teamwork Skills. The vision is that all high school graduates will test to assess their competence in these areas. Successful completion of the exam will result in certification and/or endorsement. The second major thrust in Lansing is the Governor's Human Investment Fund. Central to it is the Michigan Opportunity Card. Plans are that the credential will be distributed to all citizens of Michigan so that they may "charge" an array of human services to include assessment, basic skill development, education, and training, job placement, and resource linkages. The card is already being piloted with the state's TIP and M JOB's Programs. The Michigan Association for Adult and Continuing Education's Fall Newsletter indicates that "these new initiatives put Michigan at the forefront of investing in the lifelong learning and competitiveness of all its people".

In a proactive effort, the Whitman Center Task Force presented an all day conference on Friday, December 2nd to target the Michigan Opportunity Card. Facing our Concerns, Understanding Solutions (FOCUS) provided insight into Michigan's new directions for education, business, human services, commerce, and labor.



Whitman's *Special - Tina Mench*

As I walked into the Day Care Center, I saw a student sitting in a rocking chair feeding a baby. This student is 19 year old Tina Mench, who is attending Whitman for High School Completion. What is interesting about this particular student is that she also works part-time in the Day Care.

Tina is currently taking Human Growth and Development as part of her upcoming career as a Physical Therapist for children. Tina is also taking Short Stories to finish her high school education. When I interviewed her, Miss Mench's comments were, "I enjoy working with the children, working in the Day Care. It is a great experience."

When Tina returns home in Brighton after a hard day, she is busy with homework, shopping, and with her boyfriend John. She plans on working in the Day Care for a while after she graduates from Whitman this year.

Interviewed by: Marie Miceli
Whitman High School
Completion Student

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